

National Parent-Teacher

The P.T.A.



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Official Magazine of the National Congress of Parents and Teachers

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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CONTENTS

October 1948

	PAGE
Membership Proclamation.....	Mabel W. Hughes 3

ARTICLES

Are They Really Drifting?.....	Perry Dunlap Smith 4
Envoys in Education.....	Edgar J. Fisher 7
The High Art of Belonging	
II. Knowing Ourselves as Group Selves	
Bonaro W. Overstreet	10
Lesson Trouble.....	Wilda Rosebrook 14
The Words We Use.....	Bess Sondel 19
Brothers and Sisters.....	Gelolo McHugh 24
Caring for the Convalescent Child.....	Pat Balskus 27

FEATURES

Notes from the Newsfront.....	13
N.P.T. Quiz Program.....	Lennah K. Backus 17
What's Happening in Education? William D. Boutwell	22
Poetry Lane	29
Searchlights and Compass Points: Great Work To Do	
Agnes Samuelson	30
P.T.A. Frontiers	32
Psychology of the Preschool Child (Outline)	
Ethel Kawin	34
Psychology of the School-Age Child (Outlines)	
Eva H. Grant and Ralph H. Ojemann	34
Motion Picture Previews.....	Ruth B. Hedges 36
Books in Review.....	39
Looking into Legislation.....	Edna P. Cook 40
Contributors	40
Cover Picture.....	H. Armstrong Roberts

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Members and consultants of the highly successful 1948 summer course in parent-teacher leadership at Northwestern University, Evanston, Illinois, directed by E. T. McSwain, at far right in the front row. Also in the front row, fourth and fifth from the left, are Mrs. John E. Hayes, first vice-president of the National Congress, and Mrs. J. W. Bingham, chairman of the Committee on Cooperation with Colleges. At extreme left are Mrs. Marguerite Scheid and Fay Kaigler, field consultants of the National Congress. The class of fifty—representing eighteen states—includes eleven professors of education, a college dean of men, eleven principals, eight elementary school teachers, nine high school teachers, four state congress officers, and a state director of field service.

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Membership Proclamation

THE National Congress of Parents and Teachers is faced this year with a new and direct challenge. All over the nation there has been such an awakening to the importance of children as a national resource that we cannot fail to see in it a priceless opportunity for making our purposes known and our long-range program effective.

America, we all say, must be strong and steadfast and rooted in fundamental truth. But what is fundamental truth? There is some disagreement here. We of the National Congress are in the unique position of an organization pledged to the support of one part of fundamental truth that nobody disputes or denies—the absolute certainty that no nation is stronger than the strength of its youth. The health, education, and welfare of children and adolescents today represents the state of the nation tomorrow. All the military and diplomatic strength in the universe cannot preserve a nation whose children are neglected.

IT is no new thing for us to think and speak of our children as a national resource. We have been doing both for many years. What is new and challenging is the fact that the nation is now ready to listen and be convinced. The time is ripe for distinct, direct, and decisive action. Our Four-Point Program covers all essentials. It becomes our immediate responsibility to make that program familiar to every American, man or woman, in these United States. It becomes our further responsibility to see to it that no stone is left unturned to bring in new recruits to this paramount service. Patriotism always flames high in time of war; but as civilization progresses beyond the need of war and men's eyes are opened to vital peacetime problems, we may hope to be in the vanguard of a new and higher patriotic crusade. We may hope that in a very short time every parent and every teacher in the nation will have realized the need of united, organized effort and will have found a place in the ranks of the National Congress.

When that time comes, we shall have done far more than increase our membership. We shall have provided thousands of children with innumerable benefits otherwise beyond their reach; and, scarcely less important, we shall have provided thousands of men and women with a worth-while purpose in life—a purpose that will give new zest and meaning to their endeavors. We shall have contributed the cornerstone for the building of tomorrow's world.

Now therefore I, Mabel W. Hughes, president of the National Congress of Parents and Teachers, do hereby designate the month of October as membership enrollment month, and I call upon every parent-teacher unit and every member to make the need known and the remedy available. I call upon every member to take personal stock of personal parent-teacher values and to make those values known to as many others as possible. The time is ripe; the need for action is great. Delay and inertia may well mean disaster. Let our efforts be measured by our faith in parent-teacher ideals and guided by our knowledge of parent-teacher principles. The hour is crucial. We must not fail.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.

Mabel W. Hughes

President, National Congress of Parents and Teachers



**PERRY
DUNLAP
SMITH**

WHAT'S the matter with these teen-agers of ours? Must they always be on the go, racing from one activity to another as if they were being pursued? What is it that they really need, and how can we cope with these needs? The author here earnestly endeavors to find out—and to share his conclusions with the parents and teachers of adolescent youth.



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ARE THEY REALLY

This is the second article in the series

TO many parents and teachers the teen-age period seems to be the most exasperatingly difficult in the whole course of children's growth. At this time boys and girls seem mercurial, irrational, nervous, highly sensitive, and completely unpredictable in their behavior. It is impossible to foresee what they will do next, and their bewildered parents are at their wits' end.

Yet it is these same adolescents who are regarded by many other parents and teachers as a most fascinatingly stimulating, challenging, and delightful age group. The youngsters seem to have unbounded energy and zeal. Their feet may be in the mud and their heads in the clouds, but their eyes are often fixed on very brightly shining stars. In them we can find the hope of a better world in the future, if only they can hold enough of their ardor to put their ideals into practice after they grow up.

And many of them will succeed in doing just that. They will achieve a large part of their vision. Joan of Arc and Sir Galahad were both members of this age group, and we could add many more to the list by looking back into history. But the

world that our modern boys and girls face is not so simple, nor are the issues so easy to recognize as they were for the heroes and heroines of the past. Our adolescent must cope with a far more complex civilization than any of which his predecessors ever dreamed. We must not be too hard on him if he seems to be floundering in a sea of indecision and doubt. He may even become so confused and baffled that at times he seems to give up trying to make any sense out of it all and escapes by living entirely in the present.

"The Beam in Thine Own Eye"

AFTER all, how much help does he receive from us, his adult contemporaries? Do we show by our way of life, our actions, and particularly by our search for relaxation and amusement, any stable life-purpose or faith? Do we feel secure within ourselves amid the turmoil that surrounds us? Are we not, as the citizens of the richest and most powerful nation in the world, facing the responsibility of world leadership in typically adolescent fashion? Do we not resort to escape mechanisms such as overindulgence in artificial excitement, stimulants, and anything else that will insulate us from our own obligations?

If so, we cannot be too hard on this younger

generation that is beginning to become aware of the problems of life, gradually awakening to the fact that it must take itself seriously. The realization comes upon these young people, sometimes quite suddenly, that their future is in their own hands and that they must do something about it. This is often a terrifying thought. It is natural that at first they should try to avoid accepting it.

For underneath all the changes of the last two or three generations, the adolescent himself has remained constant in his nature. His fundamental needs and objectives have remained the same. It is we adults who have changed. We are no longer sure of ourselves; hence we cannot give him the steady counsel, and especially the example, that our grandparents could.

What, then, is the basic nature of the adolescent? What does he want and need? The answer is quite simple. He wants and needs only to find himself and make a valid place for himself in his group and his community.

DRIFTING?

"Psychology of the Adolescent."

To attain this objective in a swiftly changing social order is most difficult. The adolescent is rapidly discovering himself (girls far more rapidly than boys), and that discovery may be highly disconcerting. Instead of taking himself for granted, he now realizes that he is a personality with strong likes and dislikes, with habits of behavior, and with potentialities that he may not even have suspected and that he may neither understand nor approve. It is like finding out that he is rooming with a stranger who both fascinates and frightens him but from whom he cannot run away. Naturally he is not sure of anything and just as naturally covers this up (to himself as well as to the adult world) by bumptiousness and arrogance.

We must remember that the physical and emotional changes which take place within each young person during this period are tremendous—just as great as those that take place in the metamorphosis of a grub into a butterfly. Nature, however, throws a protecting cocoon around the grub while it is in this confused and tender period, to prevent its being harmed by the buffets of the wicked world. The human adolescent has no such advantage. He is in an equally vulnerable condition but has nothing with which to shield his peculiarly sensitive emotions.

He is assailed on all sides by new feelings and sensations. Their impact is not in the least imaginary. Experiments in the physiological laboratory have shown that the capacity of all five senses increases enormously in this period. The adolescent can hear sounds and see colors, particularly fine shades of difference, that were not recognized at all a short time before. Mother's stumbling piano-playing or Father's taste in neckties may suddenly become acutely painful. Like as not he will make some remark about them, but it will not be meant as insolence. He is really pained, and he has not learned enough self-control to keep his feelings to himself. His sense of touch, too, is greatly augmented. That is why a girl may suddenly seem to resent her parents' caresses or a boy become unaccountably touchy.

With all these new sensations rushing in upon him, the adolescent must work out some understanding of himself and his relation to the world around him. It is almost as if he has started life as a different person. He will either be able to arrange this multitude of new sounds and colors into some sort of order (in which case we have the dawn of good taste and an esthetic sense), or he will be baffled by their multiplicity and confusion. In that case we have the start of a disturbed personality.

During all this process his parents and teachers, in fact every adult with whom he associates, will play a great part, possibly the determining part. If he can share with them their sense of beauty; if he can be led to build within himself a feeling for the lasting value and joy of the beauty around



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him; if he can, moreover, be enticed into creating some of that beauty himself, all will be well. If not, a tragic result may follow.

Every young person has a need and a hunger for beauty, not only as a means of receiving pleasure but also as a means of self-expression, an outlet for his hidden and growing soul. Rabbi Solomon Frehoffs has wisely called this period "the gestation of the psyche." He has pointed out that the three great needs of young manhood and womanhood are all met by religion: the need for beauty, the need to be of service to one's fellows, and the need to be accepted by others.

Seekers After Selfhood

WHEN the adolescent seems to be drifting he may only be searching frantically for the fulfillment of these needs. Naturally he will experiment. He will join this club or that, plunge headlong into new activities, rush madly in new directions as if he were burning with fever and cannot possibly relax. Still experimenting, he will earnestly strive at one moment to be "just like the rest of the gang" and at the next moment yearn passionately to be different. He will set out on uncharted waters in the hope of finding out not only what his own untried abilities are but also what philosophy will enable him to guide his erratic course more wisely.

We adults are facing similar problems in these days of atomic energy and ideological political struggles. We cannot be as sure of ourselves as our grandparents were, who thought they knew almost all the answers only to have them disappear in disillusion after World War I. Yet we can at least tell our young fellow seekers of our own unsureness and walk with them as co-workers more than as authoritarians, sharing with them our faith and our hopes, not merely our fears.

Each growing boy and girl must win independence for himself before he can feel that his soul is his own. This often takes the form of a seeming desire to break away from the family and its controls and is hard for parents to accept. But it is a real requirement for healthy growth, just as the infant must learn to let go of his parent's hand if he is ever to walk alone.

Few adolescents really want to be entirely free of the home; they need its help and counsel and support. The task of parents, therefore, is gradually to increase the freedom and independence of the growing personality and at the same time help the child to realize the steadily increasing, balancing responsibility that goes with freedom and independence. And this must be done so gradually, keeping pace with his own development, that confidence and sound judgment are the result.

First Aid to Adolescence

LET us have the courage to allow our children enough freedom from family controls so that they can learn by their own mistakes rather than by our preaching and punishing. But let us not allow them so much freedom that it becomes license from which they will learn nothing but confusion or will become overwhelmed by their own grievous mistakes. If we can achieve this balance, we need not fear lest our youngsters, once they are allowed to leave the family, will not return. Frequently, indeed, they will feel the need of their family's affection and confidence only after they have attempted to separate themselves from it. By holding them too tightly in rein we create dependent vassals rather than companions of whom we may be justly proud.

To sum it all up, here is what we can do—the parents and the teachers of adolescent youth. We must somehow manage to meet the demands of each young charge. We shall need to provide activities that will make full use of his newly released energies and challenge his surging imagination. We must make certain that he has important work to do—in addition to the sports and group pastimes that serve a particular purpose. The adolescent wants to achieve significant things. In other words, he does not want to *prepare* himself for the adult world (too long we have narrowed our own vision to that goal of mere preparation); he wants to *play his part* in that world.

It is not always easy to project a young person into situations where the issues are worthy of his attention, but it can be done. At the same time we must help him to find order in the perplexing chaos of all the new sensations and experiences that have come upon him with such confusing speed and intensity. We must teach him the virtue of solitude, to counterbalance daily activity. We must give status to his personality by treating him as a co-searcher after truth in a world in which we ourselves are nearly as baffled as he.

Above all we must try to find for ourselves some faith and philosophy which we may "show forth not only by our lips but in our lives" so that he may draw courage and confidence from us. If we succeed at these tasks, we shall find that instead of losing a cherished but dependent member of the family, we have actually gained a new, well-balanced, and respected colleague who may even have some of the characteristics of a disciple and lifelong friend.

No, I do not believe that they are really drifting. Rather they are searching for truth and for a way of life, and in this they are sorely in need of our help.

See outline, questions, and reading references on page 35.

ENVOYS IN EDUCATION

EDGAR J. FISHER



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Bearers of good will, these young people strengthen the bonds between nations while they study at the world's great universities. Above, for example, are two Puerto Rican graduate students about to receive M.A. degrees from the University of Chicago.



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PARENTS, at least in the opinion of their children, are peculiar. If there is a war, they see their sons and daughters off bravely enough, even with a certain degree of enthusiasm and satisfaction. And this is in spite of the fact that nobody knows where the youngsters will be sent or what may happen to them before they

come back. Yet in times of peace if a son or a daughter of university age wishes to go abroad for an education, the case is altogether different. It isn't safe, the parents unite in objecting. What! Send our young people overseas at a time of tension and uncertainty like this?

But who is safe—and where—in the world of today? Nobody denies that the times are out of joint. The fact is, however, that now, as never before, it is important and even necessary to learn to share in the culture of other lands. Parents who stand in the way, for no adequate reason, are hampering not only the hopeful careers of their children but the hope of the world for peace and a unified culture.

People think little of safety in time of war. It is unfortunate that many do not recognize the existence of emergencies while the country is, even technically speaking, at peace.

If a student is eager to study abroad for a while and if he or his parents have adequate material resources, the only remaining requirements are the academic qualifications and a suitable personality. And if he can fulfill these requirements,

IT'S a small world, they say, and growing smaller. But in several ways it's growing bigger, too. Slowly but steadily mankind is coming of age. One of the brighter stars on the world horizon is our growing interest in cultures we once called foreign. A new field of peacetime service is opening to American youth through the exchange of students from other lands—a service no less important than service in war. This article lists the needed qualifications, at the same time making a plea for parents' cooperation.

surely it is unwise for parents to try to block the way. The contribution of progressive young Americans may easily be decisive in determining the fate of the world. Although individual cases may be cited in contradiction, world progress has not usually been furthered by the stay-at-homes and the provincial-minded.

A Knapsack of Essentials

OF course, when a young person goes abroad to study, he should have no financial worries. Every student's budget should include an adequate amount for board, room, academic fees, and general expenses. In practically all foreign countries the academic costs are moderate; indeed in most countries they are nominal. What would otherwise be paid in the United States for tuition and fees, therefore, will help substantially with the expenses of travel.

The student should also have sufficient funds for necessary incidentals and for trips during the long vacations. In most other countries travel is inexpensive, and it is greatly to the student's advantage to do as much traveling as is consistent with his academic work. Students who go abroad on fellowships awarded them for graduate study should make certain that they have funds of their own to supplement the fellowship. There are few opportunities for a student to "work his way through" in foreign colleges and universities. If he is to make the most of his cultural opportunities, he should not have to feel pinched for money.

A young person going abroad needs to have certain *general academic qualifications*, plus those specific to the school or area which he has chosen. At present, for example, it is not possible for American undergraduates to study in other countries unless they are members of special junior-year-abroad groups, of which there are now several in various American Colleges. The United States four-year undergraduate college is a unique institution with no counterpart in most other lands. The administration and organization of foreign institutions of higher learning are radically different from ours, and the undergraduate will find it prac-

tically impossible to persuade the college authorities here to give him academic credit for his work abroad. Records of attendance are not taken in foreign universities; there are no monthly quizzes and term finals, and such things as credit hours and points of credit are nonexistent.

The student should also have a practical knowledge of the language of the country to which he is going. This is important not only for the strictly academic work but for the contacts and social relationships he will need to make. These in themselves will contribute a great deal to the student's sympathetic understanding of his new cultural environment.

Another important essential is a *good academic record*. This certainly does not mean that only Phi Beta Kappas may go abroad to study; but a consistent B average is to be desired, and the venture should never be made on an average lower than C. American students often find that their colleagues in other countries, though no older than themselves, are a good deal more mature. It is only our ablest students who should exchange views with those abroad, for only they can stand for that which is best in our intellectual life.

The *personality* of the student is of immense importance, since he is in a sense an ambassador of American culture. He should have a good understanding of the history and civilization of the place to which he is going, so that he will not speak and act against its traditions and ideals.

The older civilizations of the world have great respect for a scholar. They may make some allowance for careless behavior on the part of the American tourist—for after all he is on vacation, is he not? But the student is not a casual visitor.



Smith College girls studying at the University of Neuchatel, Switzerland, on the junior-year-abroad plan visit a near-by watch factory. In addition to their academic work the girls make trips to Swiss agricultural, governmental, and industrial centers.



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He is staying for a year or more. He is supposed to have a serious purpose, and his conduct is, therefore, a matter of note. Obviously he must adjust himself to circumstances and environment, and he should not be too ready and voluble in criticism when he meets with ideas unheard of in his own home town. It is a test of character as well as of breeding to be able to understand and appreciate differences in culture, to be sympathetic toward them, and at the same time to be loyal to one's own cultural traditions.

If his home experiences have developed these qualities in the student, a year in a great foreign university will be an opportunity and a challenge. If they have not, he will do better to stay at home.

The Larger Landscape Opens

At this critical point in international affairs, it is particularly important that our young people should make both an academic and a personal success of the venture. Study abroad not only offers a challenging opportunity but imposes a definite obligation and responsibility.

For the welfare of international intercultural exchange, it is an advantage if a student abroad is sponsored by a reliable organization or recommended by his own college or university. By and large, the sponsored and recommended student has a greater sense of responsibility than the one who goes entirely on his own. This is easy to understand. The sponsored student, especially if he has a fellowship or an organizational relationship, has had his credentials examined and passed upon by persons presumably concerned about, and conversant with, the factors involved in study in a foreign land. When damage is done to the reputation of American students abroad, it is usually the unsponsored student who causes it.

Parents are sometimes concerned lest their sons

and daughters fall in with undesirable friends and interests abroad. If this happens, it is probably the parents' fault. The best kind of people and the best kind of interests can be found everywhere if one wishes to find them and if one has the training and background to recognize them.

There will be, of course, something of a void in the home when a son or daughter sets out for that period of study across the ocean. This can be at least partially made up if the parents themselves offer friendly hospitality to a student or students from another country—if possible, the one to which the son or daughter has gone. This is a graceful way of returning the courtesies that their own young person will receive abroad.

There are now about twenty thousand foreign students in our colleges and universities throughout the country. By showing them warm and cordial hospitality we can make them feel less strange and alien among us. Remember, these boys and girls are far from home. Let us treat them as we should wish our own children to be treated.

All over the United States parents and children alike are becoming more keenly aware of the great importance of cultural interchange. Congress recently passed a measure "to promote through mutual understanding with other peoples more effective cooperation for a durable peace." This can be accomplished if enough of the right kind of students go from this to other countries and come from other countries to us.

We cannot afford to neglect such an opportunity to help build this troubled planet into one world. It can never be done while we persist in believing that foreign peoples and lands are different from us and our country in any but a superficial sense. Human beings are human beings the wide world over, and the sooner we realize it the better. What finer means do we have of learning it than to give our youth a chance to prove it in practice?

The High Art of Belonging

II.

KNOWING OURSELVES AS GROUP SELVES

MY husband tells, sometimes, about a magical moment of his boyhood. In a day when a boy who played a musical instrument still ran the risk of being called a sissy, his father had bought him a child-sized violin and had arranged a few initial lessons. Thus privately—and solemnly—he entered upon the making of music. There was enchantment in the experience, but it was a limited enchantment. The tunes that his bow and fingers could evoke sounded frail in the universe. They were music but not music *enough*.

Then the miracle happened. An orchestra was formed in his Sunday school, and he was invited to join. Across the years he recalls the breathless moment when the thin notes from his violin were suddenly buoyed up, lifted to new beauty and power, by supporting notes from the other instruments. The solitary, small musician had become a *member* musician. His playing was necessary to the orchestrated whole; the orchestrated whole made of his playing a strong glory that it had never been before.

Here was one child's awakening to the ancient sense of groupness, of togetherness. That which caught in his throat and made the moment one of

almost unbearable beauty was the realization that he was not alone and that he was, somehow—through what he contributed to others and borrowed from others—more than he could ever be alone.

He had no words for the experience at the time. He was not yet either psychologist or philosopher. But the feeling stayed through the years, and the time came when he could not only sense the magic of it but also sense the nature of it—when he could recognize that he had, in that orchestra, moved out of ego-solitude into the great human drama of mutual support. He had become a *group self*.

The Larger Allegiance

MANY of us can recall experiences from which we have derived some comparable sense of togetherness. A friend of mine, for example, remembers the moment when she first deeply knew the meaning of family. Her father and mother, her sister, and her two older brothers had always been taken-for-granted parts of her life. They were there—dependably and sometimes irritatingly there. Then when she was about ten years

old, the depression struck. Where there had always been, from sources that the children thought little about, money enough, there was suddenly not enough. There was not nearly enough.

Her father and mother were wise people. They knew that the one thing they could still provide was a strong sense of belonging. They did not try to hide the worries that beset their own minds. Instead, they took the four children into their full confidence and made of resourcefulness a family affair. Many years have passed since then. Yet this woman still recalls how, after a conclave around the dining table one night, she walked from the room with her knees weak from a new happiness. The meaning of *family* had suddenly dawned upon her. There were things she could do to help the whole, and also things she could count on from the whole. Like the small boy in the orchestra, she had entered upon the human drama of mutual support.

Some of us associate a like feeling with our first experience of playing on a team; or working on a school paper and knowing that our bit of news must be in on time to make the edition complete; or acting in a play and knowing that our lines, though brief and few, had significance for the whole; or singing in a chorus; or learning to folk dance; or helping out with a community picnic or church bazaar.

There are a thousand different doors by which a human being can enter into a sense of belonging, can come to realize that what he does makes a difference to people other than himself and that what these others do makes a difference to him. Mutual need, mutual responsibility, mutual support, mutual joy in accomplishment, mutual respect, mutual understanding, mutual trust—this is what we look for in life, though we may not even know what it is we seek. This is what we must somehow find if we are not to be spiritually undernourished through all our years.

THAT living is a mutual matter is a truth most people must learn through the travail of experience. Here Mrs. Overstreet, with unfailing insight, describes how it is that man can fully know himself only when he realizes his need for others—and their need for him.



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The Lonely and the Lost

JUST off Times Square in New York City one night, my husband and I stopped briefly under a street lamp to read an item in a pocket-sized magazine. We were on our way to a meeting, and this item was one that we wanted to have fresh in our minds because of the topic that was to be discussed. So for two minutes or three we stood there holding the magazine between us and reading. Out of the side-street darkness into our pool of light there came suddenly a man, a wanderer. He thought, apparently, that we were studying a guidebook. For he said,

"So you're lost, too, are you?"

And then, as we looked up, startled, he continued pondering,

"At least, I guess I'm lost. I've got so I talk to myself—and if that isn't being lost, I don't know what is."

Before we could more than half collect our wits, he was gone, out of our pool of light, back into darkness. We do not know who he was. We would not know him if we saw him again. We do not know whether, during the several years since that night, he has been defeated utterly by his loneliness or whether he has found someone other than himself to whom he can talk and by whom he can be understood. We know only that he was a man lost in aloneness, bearing a load of solitude too great to bear.

There are many like him, and not all of them, by any means, wander the darkness of a city street. They can be found in company as often as out of company, people who, even while they talk with other people, are alone—alone in their fear,

in their sense that no one cares what happens to them, in their sense that no matter how hard they try they won't be able to make themselves understood or wanted.

One plain fact about our human nature is that we are not made to go it alone. Most of our unique powers—of ingenuity, of reason, of affection, of plan-making, of communication—are wasted unless they are exercised within some pattern of mutual support. In a deep psychological sense we become ourselves only as we use our powers for purposes beyond ourselves, for purposes that unite us with some other human being or many human beings or the whole human race.

It has been said often that we Americans are chronic joiners. In that fact may lie both our weakness and our strength. Many individuals, we know, join one group after another not because they have deeply realized the drama of mutuality but because they feel, mentally and emotionally, like empty containers that must be filled from the outside. They do not know what they believe except when they are in a group of believers from whom they can borrow conviction. They do not know how to entertain themselves. They feel intolerably helpless in the scheme of things unless they are with a lot of people who are doing the same thing at the same time. They are constantly—and pathetically—trying to borrow importance from something outside themselves.

Such joiners are not only unhappy folk; they are potentially dangerous folk, dangerous to our common welfare. Their experience of belonging is not one that invites them to grow in strength, individuality, and responsibility so that they can contribute more and more to the common good. Instead, it invites them to become spiritual ciphers. Because their sense of belonging is falsely based, they never hazard an original opinion or voice a disagreement. Their hope seems to be that they can achieve significance by virtually disap-

pearing as individuals and becoming simply part of the majority, part of the crowd.

Such people are dangerously ready to intensify their own sense of belonging by keeping other people out; their pride is in *exclusiveness* not in accomplishment. They are dangerously ready also to become mob minds, to seek significance in an emotional jag that rules out discrimination and fair judgment.

Full Members of the Human Race

AMERICA has, however, happily produced in multitudes a different type of joiner. This is the person who has sensed that the drama of human life is the drama of mutual need and mutual aid. He knows that, without sacrificing one whit of his uniqueness or individuality, he can become a more useful self by becoming one unit in a company of the like-minded. When he joins a church, a club, an orchestra, a political party, a civic association, or a P.T.A., he does not do so to escape the responsibility of being a person in his own right. He does so in order that he may lend support and borrow support in a fellowship of affection and shared faith.

As parents we owe a double obligation to our children. Because our influence is so contagious in their lives, we must first of all take stock of our own motives in belonging and our own skill in belonging. Do we join groups only in the hope that the presence of many people will compensate for our own inner emptiness? Or do we join in the hope that we and others together may, through mutual aid and understanding, become more developed and more useful selves? In the second place, we must try to help our children—within the family, the school, the church, the community—to build habits of belonging that are not only compatible with individuality but indispensable to it.

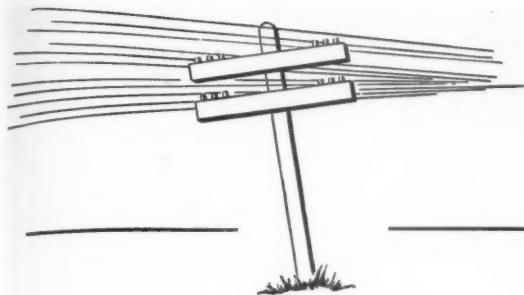
A CITATION FROM A GENERAL

GENERAL DOUGLAS MACARTHUR, Supreme Commander for the Allied Powers in Japan, has informed us that two publications of the National Congress—*Program Planning* and *How To Organize P.T.A.'s*—are to be translated into the Japanese language and published for the use of parent-teacher associations in the area. The news came only recently in a letter to Mrs. L. W. Hughes, president, in which the general reviewed the status of parent-teacher work in Japan and gratefully acknowledged our cooperation. His letter states that a Ministry of Education survey showed that 68 per cent of the 20,500 elementary schools in Japan have established parent-teacher associations. Sixty-seven per cent of the 15,000 new lower secondary schools and 43 per cent of the 4,000 new upper secondary schools also have P.T.A.'s.

"The assistance provided by the National Congress of Parents and Teachers has been of inestimable value to these parent-teacher groups," writes General MacArthur. "The publications which have been dispatched to military government officers have been of great assistance to them in their work with parent-teacher associations. . . . A number of editors are publishing selected articles from the *National Parent-Teacher* as well."

Notes from the

NEWSFRONT



Week of World Importance.—In honor of the 1948 meeting of the UN General Assembly, Americans will observe the week of October 17 as United Nations Week. Each day forums, discussion groups, school assemblies, and radio programs will spotlight some one phase of United Nations activity. Jointly sponsored by the American Association for the United Nations, the National Broadcasting Company, and the N.E.A., the week will reach its climax on Sunday, October 24, United Nations Day, which has been declared a world holiday by the UN General Assembly.

A Long, Long Trail.—Seaweed plants nearly 250 feet in length have been found by exasperated mariners off the west coast of South America.

Tests for Teachers.—Examining centers for the 1949 National Teacher Examinations are now being established. The examinations, given each year as a part of the testing service of the American Council on Education, are usually administered in cooperation with a school system or with graduate and undergraduate teacher education programs. Superintendents and school boards often use these test results as an aid in the selection of teachers. For further details, write the National Teacher Examination Project, 15 Amsterdam Avenue, New York 23, New York.

Aid to Aching Heads.—Sufferers from the acutely painful headache known as migraine may get relief from histamine, the body-tissue chemical that may cause allergies. Two Mayo Clinic physicians have found that injections of this substance often prevent or relieve "true" migraine, the headache that comes from constricted blood vessels.

Rights of Men.—The UN Commission on Human Rights has drafted a proposed document specifying the privileges and opportunities to which all human beings should be entitled. Among the articles in this Declaration of Human Rights, to be submitted to the UN General Assembly, are these: "The family is the natural and fundamental group unit of society and is entitled to protection. . . . Mother and child have the right to special care and assistance. . . . Everyone has the right to education. . . . Everyone has the right to participate in the cultural life of his community."

Finly Favorites.—The wartime meat shortage and the postwar inflated meat prices have effected one marked change in the diet of Middle Westerners: They are eating more seafood than ever before. And not only that; they are liking it. Recent studies made by the U.S. Department of Agriculture in twenty inland cities show that consumers actually prefer frozen or packaged seafood to fresh fish from local waters.

Doing Their Best.—Psychologists have made many studies of gifted people and geniuses but relatively few of those at the other end of the IQ scale. A recent survey of two hundred young men with mental ages between eight and twelve brought out some surprising and encouraging facts about the group classified as morons. Most of them were doing good work at semiskilled trades, earning between \$35 and \$50 a week, and were punctual, cheerful, and easy to get along with.

Continental Birthday.—October 12, Columbus Day, is a legal holiday in all but nine states. In Alabama the date is also known as Fraternal Day; in North Dakota as Discovery Day; and in Wisconsin as Landing Day.

Turban with a Purpose.—A boon for the busy homemaker who shampoos her own hair is now on the market—a turban-like affair packed with a powdered chemical. Wrapped around a dripping head it will, says the manufacturer, dry the hair in half an hour.

A Needleless Fever.—Between 30,000 and 40,000 persons, many of them children, are stricken with undulant fever every year in these United States. Though they recover sooner or later, the illness may drag on for two years. Yet there is one sure and safe preventive of undulant fever, reports the American Medical Association: pasteurization of milk and all dairy products.

Fame for a Founder.—The *National Parent-Teacher* congratulates the Girl Scouts of America on the recognition being accorded their founder, Juliette Low, by the U.S. government. On October 29 a commemorative three-cent stamp honoring Mrs. Low will be released for first-day sale at all American post offices.

All About Children.—So abundant and widespread is the research now being done on child life and child development that the U.S. Children's Bureau has created a clearinghouse of information for people and organizations in this field. Now research workers at universities, schools, and child welfare centers all over the country can find out more readily than ever just what others are learning about children's social, psychological, and physical growth and the cultural patterns that mold family life.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 11-48, this means that your subscription will expire with the November *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the December issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

WHEN a child doesn't seem to be getting the most out of school, what is the role of the parent who wants to help him? Should he consult the teacher and the principal? Should he give the child any assistance with homework? What physical and emotional factors may be involved in lesson trouble? This article answers such questions—with results helpful to any parent.



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LESSON TROUBLE

WILDA ROSEBROOK

LESSON trouble may appear in varied and devious forms as the school year moves slowly on through its allotted hundred and eighty days. Evidence pops up regularly in many homes. The question "Do you have homework to do tonight?" brings the answer, "Oh, some, but I don't want to do it now," or "I'll do it right after dinner if Dad will keep the radio turned low," or "I'll do it after I listen to this program." Then the telephone rings.

"Let me go, please. May I? All the kids are going. I can get up and do my homework in the morning." So on and on.

And in the classroom evidences of lesson difficulties are also far from uncommon.

"This paper is quite soiled, John. Neatness pays, you know."

"I assigned ten problems, and you've finished only five."

"This is the time to study arithmetic, Betty. Why are you doing English?"

So usual are these situations that many parents, teachers, and children have come to accept them as a normal part of the business of being educated. And this is, to some extent, true. Certainly a temporary difficulty with an assignment,

a snag encountered during arithmetic homework, a baffling problem in physics, a misunderstood paragraph in history—these are healthy signs that a little more effort, study, and interpretation are needed. It is only when these obstacles fail to be overcome, when every step in learning seems arduous and perplexing, that the child is really in trouble—lesson trouble.

Another fact to bear in mind, however, is that effective study skills are relative and specific. Lesson troubles may be present—and alarming—when a child first learns to read, and if they are adequately solved at that time may never reappear. Skills needed for studying English will undoubtedly have to be modified for a study of chemistry. Progress in school also requires changing study habits. A child may have no trouble with his lessons in the more protective environment of the elementary school but may be at quite a loss, for a time, when he enters high school. In short, learning new skills and making new adjustments may bring about lesson trouble at any point in one's education, from first grade on up.

What we call lesson trouble is a symptom that the child's needs are not being met. The trouble may actually be a blessing in disguise, for it is a sign that immediate attention is needed. It is a challenge for teacher, parent, and administrator

to explore, to determine, and to evaluate the underlying weakness, and then to work out a remedy in terms of the child's temperament and assets.

Homework, unhappily, is often used as a superficial panacea for lesson trouble. It does have one real advantage—that of bringing the home upon the scene. The parents of a troubled pupil who cannot do his homework can hardly avoid being very much aware of his state of mind. However, the fact still remains that the school day is the child's working day, and surely on that basis alone homework should be the exception rather than the rule.

Tracking Down the Trouble

THE school staff, therefore, should take the lead in educating the whole community to the idea that homework is not a cure for lesson trouble and that lesson trouble is a clue, a warning that something is wrong. Parents should understand that a child will not be able to move forward in a desirable direction until the real source of the difficulty is found and the indicated changes are made.

In order that this may be done accurately and efficiently, parents and the school staff should give wholehearted support to a consultative, educational, and research program concerned with the pupils' growth and welfare. Such a program will provide answers to these and many other questions about every child in the school—questions that will help illuminate the causes of lesson trouble:

Does this particular pupil have a defect in vision now? A hearing defect? Any general or specific physical defect?

Does he tire easily? If so, why? Does he have a short attention span? If so, why?

Does his growth pattern seem to be following a normal trend? What is the status of his language development? Does he have a speech defect? Are his reading and conversational skills up to expected levels? Has he had enough experience with



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words and situations to be able to understand and interpret what the teacher is saying?

Is the child happy at home? At school? Does he belong to a group? Does he seem well adjusted in his relations with various age groups? How does he feel about a given situation? What does he suggest? Does his achievement tend to be consistent, or is it erratic and irregular? Is the curriculum being planned and carried out so that it fits in with his stage of development and with his cultural background? For example, a child of high intelligence from a superior family may be so far ahead of his classmates that he is bored by the work assigned to him. A little extra interest in such a child can give him the incentive required to excite his mind and hold his attention.

Equipped with this information, the staff can give the child's parents—as well as his teachers—the information they need to do their part. It is not always easy for a parent to decide just what his role should be in helping to correct the lesson trouble. The emotional investment is great, and how to maintain a balance, without doing too much or too little, can be a real problem.

Sometimes, however, parents will have to use their own judgment without help from the school. Probably the first and most important basis for whatever aid they give is this fourfold truth: The growing child wants to feel (1) that he belongs to a family in which he is an essential member, (2) that he is achieving something worth while, (3) that he is loved and valued as a person, and (4) that he is making steady progress from dependence toward independence. The amount of encouragement, support, and real assistance that a child should have from his parents will depend on how well these four needs are being satisfied.

Fitting Homework into Home Life

NO parent should request that his child be given homework if this is contrary to the policy of the school. On the other hand, if the school expects homework to be done, parents should accept this practice and plan for it accordingly. They should first of all attempt to embody the required homework in the whole scheme of family routine. That is, homework should be thought of as something that must be done as regularly as brushing the teeth.

This unemotional yet positive attitude will help the child to develop efficient study skills by establishing definite homework habits. He should plan, for example, to do the work in a special place and at a special time each day, setting and meeting a definite time limit. In so doing he should adapt himself to the activities of other members of the family. Taking individual responsibility for getting the work done and regularly experiencing the satisfaction of achieving a goal is the finest kind of training for maturity.

Yet how much information and specific aid should Father and Mother supply—on request? In general, the plan for doing homework should provide for a maximum of independent study and a minimum of assistance and supervision from the rest of the family. But certainly they may spell a word for Johnny now and then, without either chiding him for not knowing it or conveying the idea that "I'll always be here to spell your words for you." Praise, commendation, and respect for the completion of tasks is a better parental technique for long-range success. Lesson trouble will never be overcome if the burden is simply shifted from child to parent.

Some parents, sad to say, go so far as to do all their children's homework and then force the youngsters to cover up for them at school. Others, equally unwise, keep comparing the child who is having lesson trouble with a brother, sister, cousin, or neighbor who is more successful at school. The results of this unfortunate practice are well known to child psychologists, teachers, and all who work with children, but many parents keep on using it just the same.

Parents should assume that the homework assignment has been well planned by both teacher and child. That is, the teacher knows the child is able to do the work at home, and the child feels sure he knows how. Of course this is not always the case, but the parent should expect the school to take that responsibility. He should expect, too, that the assigned work is not wholly new but intended to reinforce teaching that has already taken place. Finally, the teacher, not the parents, should be expected to help the child learn how to study.

If the parents and the child find that homework requirements cannot be met or that lesson troubles at school make it impossible to do the work at all, naturally some constructive action must be taken. The plan of attack will be as varied as the situation, but parents might well follow these few general suggestions:

1. First discuss the problem with the teacher; then, if necessary, with the principal, school psychologist, or some other specialist.
2. Call on the family physician to check the youngster's physical condition.
3. See an eye specialist even if the child's vision was reported all right a year ago.
4. Check his hearing, too. Arrange for an audiometric examination by a competent person. If there has been a hearing loss, this should be evaluated by an ear specialist.
5. Turn to other available resources in the community—such as public or private guidance services, community health services, and the like.

Above all, both the home and the school should be trying to perfect their techniques and define

their functions for the sake of the child. If not, the chances are that the child will be caught in the middle of things. His needs will not be met, and his lesson troubles, instead of being effectively solved, will produce tension, friction, and disappointment for all concerned.

Home and School Confer

So much for the parent's role. The school staff, for its part, should also be encouraged to look upon lesson trouble as a symptom indicating that perhaps something in the school program, the curriculum, or the procedure is not meshing. To find the reason, the underlying cause, an approach that utilizes such detailed and pointed questions as these will yield enough facts for a reasonably close diagnosis:

Are lesson troubles the rule or the exception in this school? Are these troubles peculiar to a few grades, ages, or subject-matter levels? Are teaching techniques and the demands made by the curriculum consistent with the developmental levels of a given group of children? Are recitations being stressed all out of proportion to the development of effective study skills?

What does the school know about a certain child who is having lesson trouble? Does he have difficulty in all subjects? Is he erratic—sometimes successful and at other times poor in achievement? What is known about his physical condition? Are his achievements in keeping with his abilities?

What is his personality pattern? Does he aim to please adults to excess? Does failure put him on the defensive, so that lying, truancy, acute illness, or some such behavior is evident? Is there any reason to suspect that the child might be unhappy, either at home or at school?

Upon what basis do the teachers assign homework? Is it just a habit, or is it necessary? Is there reason to believe that all the children have an opportunity to do the work at home? Will their families cooperate in setting aside half an hour, one hour, or two hours each evening so that one or two children will have the right kind of environment for study?

Does the school have an understanding with the parents about the role they will play in the homework? Are there opportunities for interviews between parents and teachers so that both may truly learn to know the child and to take his particular needs into account?

When the answers to these questions have indicated the underlying cause—or causes—of the trouble, the path of home-school cooperation should be clearly revealed. For lesson trouble affords the home and the school an opportunity to assist the child before he is overwhelmed and seriously handicapped. Lesson trouble will, of course, be with us for a long time, but as parents and teachers learn more and more about child growth and about how to apply this knowledge in meeting children's daily needs, the trouble will become less common and less severe.

See outline, questions, and reading references on page 34.

NPT Quiz Program



COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: LENNAH K. BACKUS

Extension Specialist in Parent Education and Child Development, Michigan State College

WHEN children are cared for by their grandparents, misunderstandings often occur. As a grandparent myself, I am interested in knowing what can be done to help older people fulfill that role and at the same time maintain satisfactory relations with their own children.

☆ In our present way of living the reasons why children are left in the care of grandparents are many and varied. If we are fully to understand the role played by the grandparents, we need to consider each of the reasons separately.

First, of course, is that age-old desire on the part of both grandparents and grandchildren to want to share one another's company—not for any special purpose or at any special time but just because of a close feeling of kinship. Despite all the changes that have taken place in family life, it is gratifying to know that this devotion still persists. Fortunate indeed is the young child who can add to his frequently small family one or more grandparents who share his interests and are concerned with his well-being.

Certainly it is difficult nowadays for parents to supply all the experiences and attentions growing children need in order to develop into well-rounded adults. This is one of the reasons why parents should welcome the contributions that older couples can make toward enriching the youngsters' lives. A contribution of this kind is naturally made more easily when relationships among all the members of the family

are satisfactory. Going for a visit to Grandmother's can be an event that the child will always look forward to with joy. It gives him an opportunity to mingle with older people and to gain from them experiences and ideas that would be hard to acquire in any other way.

Just as important, on the other hand, is the satisfaction and inspiration that the grandparents can gain from associating with their grand offspring. They can keep themselves better attuned to the younger generation through an intimate acquaintance with its representatives. Growing along with one's grandchildren can be a very valuable experience.

We need, then, to encourage such companionship for its own sake because it is good for grandparents and grandchildren to be together. Moreover, having grandparents in the home occasionally is one way of enlarging a small family and strengthening family life.

Quite apart from the pleasure that comes when the older folk and the young can share each other's company are those occasions when grandparents are asked to play the role of baby sitters. If the distance between homes is not too great, if the grandparents are not asked too frequently, and if they are not required to lose much sleep, this should likewise be a welcome experience on both sides. Young parents need evenings away from their children, with the feeling that the youngsters are left in capable hands.



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At such times some mutually agreeable working arrangement should be made. Perhaps this is one occasion when the grandparents will want to enjoy the company of the children without any sort of compensation. However, if the older couple is in need of additional pin money, perhaps either grandparent could offer his services at the usual baby sitter's fee. If the grandparents do not really need extra funds or would hesitate to put the relationship on a business basis, a gift might be an acceptable expression of appreciation.

The situation is different, however, if the grandparents live in the home of the younger couple or if the young parents share the home of the older one. Often in such cases the young mother takes a full-time job and during working hours the grandmother has charge of the children. Here again the adults need to understand all that is involved if harmony is to be maintained.

The health and age of the grandmother should have first consideration, for she usually cannot carry on the same routine that a younger or more vigorous woman might attempt. She may have to be relieved of the heavier household tasks if she is to devote time and energy to the children.

The plan of discipline, too, will have to be agreed upon by all the adults. Although Grandmother can probably carry out her duties more easily if the mother's policies are not too much at variance with her own ideas, still she must remember that she is only substituting for the children's mother. In this capacity it is her function to follow the mother's desires.

DIFFERENT recreational interests seem to drive everybody in our family in different directions. Father has his golf; Mother has her club; and the teen-agers want to have their fun away from home. But whenever we plan to have our good times in our own house, there is nothing but argument about who is to use the living room, what radio programs to turn on, or who is to do the work involved in entertaining. Is it wise for families to plan recreation at home—or have we outgrown this custom?

★ True, recreational facilities outside the home today have much to offer every member of a family. Sometimes, too, the activities that can be carried on at home seem rather drab in comparison with the pleasing and popular programs available elsewhere in the community. Many of these programs, in fact, have been planned to meet the needs of present-day society, and as such they have an important place in family life.

But the home has a vital function too in giving the family a kind of recreation that cannot be had anywhere else. Through playing and working together the members of a family come to know and understand one another better.

Entertaining at home also gives young people fine experiences in the art of hospitality. But if our boys and girls are to think of home as a place to which they can invite their friends, it will have to meet their needs. It should be attractive and well kept, of course; yet even a home with the most modern furnishings, an ample-sized recreation room, and plenty of equipment for having fun is not enough. The young person must feel that he has certain rights there and that his wishes will be respected. Too much adult supervision, too much criticism either of plans or of friends—these are sure to discourage get-togethers in the home.

Now about those radio programs. Even if everybody in the family wants to listen to something different, adjustments can be made that will bring benefits to all. If there is only one radio, try to divide up the listening time so that each person will have a chance to enjoy at least one favorite program a day.

Finally, suppose everyone in the family does pursue his separate interests? A certain amount of this should be encouraged. We all need to satisfy our individual tastes and develop our own skills. And in so doing each person can contribute some added interest to family living. However, this is in addition to the good times every family should have together.

HOW can we parents keep from putting too much emphasis on money matters, when we are constantly struggling with the family budget?

★ Many parents today are having serious financial worries. And sometimes it is hard to keep money problems from looming too large—especially in the eyes of the children—when you have to watch the purse strings.

Your own attitude toward the problem and your own conception of what is important will be the greatest counteracting factor. The children will learn from the things the family has to give up just what you consider to be important. To be sure, you want to give them every possible advantage, but it is much more necessary for them to learn that there are important things money cannot buy. Assure them that their friends will seek them out for their own friendliness, originality, or generosity rather than their wealth.

It will be better all around if you and your husband can avoid becoming too tense over your financial difficulties. You should be able to talk about your needs and problems freely, without feeling that money matters should not be mentioned in front of children. Such references, however, should be made in casual conversations and at times when the family happens to be together.

THE WORDS WE USE

BESS SONDEL



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MANY persons have never even heard the word *semantics*, which means the science of words; yet many of the same persons follow the principles on which that science is based. These principles rest, for the most part, on common sense. For example:

"Nuts," says Thomas Brown, Junior, high school senior, throwing down his pencil and pushing back his chair. Thomas Senior looks up disturbed. He knows that young Thomas will rate an A in radio mechanics, but he knows too that, like himself, the boy doesn't handle words with the same dexterity he displays with a screw driver.

"What's it all about, Son?"

"Listen to this, Dad! 'A philosophy is a system of beliefs.' I'm supposed to write an essay on that, and I don't even know what it means!"

"Quite a mouthful," the father admits. "Let's start with the word that makes the most sense to us. Which one is it, I wonder?"

The boy is now interested; this sounds like a game. "'System,' Dad, wouldn't you say?"

"Maybe so. How do you figure it?"

"Well, I know about broadcasting systems."

"All right, start with that. What's a broadcasting system?"

"Well, it's pretty complicated—kind of a network. All hooked up together. Something goes wrong with one part and the whole thing is out of gear. See what I mean?"

"Yes, of course I do. It's true of a railway system. Lots of parts, all working together—kind of like an organization, wouldn't you say? Moving. Almost alive."

"I catch. Like the solar system. Movement. In balance."

"You've got something there. That's exactly what it means."

Every word this father and son have said may be thought of as an exercise in semantics. They have been probing for meanings, but their task is not yet done. Thus far they have tackled only one word. If they can find out now what a belief is, they'll have their definition of a philosophy.

"'Belief' isn't as bad as it sounds, Son," the father suggests. "You have some beliefs yourself, you know. What are they?"

"In God, do you mean?"

"That's one of them. It means a kind of faith that relates you to something more than yourself. That word 'relates' is a good one, isn't it?"

"You mean, like a relation—a relative?"

WHEN we talk, do we always know what we're talking about? Well, little children often don't, as everyone knows. What everyone doesn't know, and what the author of this article points out, is that many adults are equally confused. Words and their meanings are too often taken for granted. Here is a process both simple and stimulating by which parents may learn not only to clarify their own thinking but also to lead their children toward an assured self-knowledge.

"In a way. Gives us a clue, doesn't it, to our other beliefs?"

"That's right. I could have beliefs about my relatives!"

"Certainly! Beliefs about friendship and loyalty and love. But why stop at relatives? Let's talk about beliefs in connection with other people. The more human a person is, the more *other* people he's 'related' to—in interests, in hopes, in ideals, in principles. See what I mean?"

"Yeah, I think I do. That about finishes it, doesn't it, Dad? My relation to God and my relation to other people."

"I wonder, Son. Isn't there anyone else in the whole world you're interested in?"

The boy is stumped. "Tell me, Dad."

"Okay. I'll bet you're more or less interested in Thomas Brown, Junior, aren't you?"

"Well, sure, but—"

"The inside of you is important, Son, *to you*. There's a kind of special relationship. As you think about it, Tommy, you'll agree that when you make friends with yourself, when you respect yourself, when you put a value on yourself as a person, when you set standards for yourself, when you *believe* in yourself—you enter into a relationship that's probably the most important in the world."

"Gosh, Dad, that's interesting. Did you get all that out of these words?"

"We get the meanings of words from our experience, the things we know and the things we learn from life. Other people get other meanings, of course, but that's interesting too. There's only one thing we have to watch. When we talk about our personal reactions to words, we must remember that no two people in the whole world will react in precisely the same way to the same words."



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That goes for any word in the language but especially for a word like 'belief.'"

"I'll say it does. You can't pull it out and say: 'Here it is, mister. This is a belief!' Well, I'd better get going on that essay—"

"Wait a minute. Let's hook the two words together first. What is a system of beliefs?"

"A lot of beliefs hanging together. Working together. If one goes wacky, adjustments have to be made all along the line. Call in the wrecking crew!"

"That's right. And remember that the system holds about everything—your principles, your ideals, and your hopes in relation to yourself, to your fellow men, and to God."

"And so that's a philosophy of life, is it?"

"Right, Son, but be sure to remember that's how *you've* got it figured. You can't say positively it's for other people. See what I mean?"

"Yes. Thanks, Dad. I really didn't think about that angle."

Clearing Our Mental Decks

WELL, at least Tommy admits that he didn't think about that angle. Most of us don't admit it. That's why the science of semantics has a definite value for today. It provides a means by which better understanding between human beings may be achieved through the use of words. And the first thing to recognize is that understanding between human beings is never complete. No two persons in the whole world will respond in precisely the same way to the same words.

The main difficulty lies in the fact that we must use words that have such complex meanings. When we hear a speaker use words like "belief" or "democracy" or "free speech" in discussing human affairs, we cannot know, until we are told, what is going on in that speaker's mind, what his words refer to in the world of people and things. It is a wise mother who asks her child, "Mary, when you use the word 'communism,' are you referring to the political party? Or the economic system? Or the ideology? 'Communism' is a word that covers a lot of ground."

This is not generally recognized. Too many of us try to convince ourselves that every word has a set and positive meaning. Nothing could be further from the truth. The home is the place to make this fact thoroughly clear, and it should be made clear to children early in life. Instead of taking pride in the big words our children fling around with such an appearance of sleek sophistication, we owe it to them to guard them against certain hazards. Language, the medium of exchange for our hopes and our ideas, is made counterfeit by our misunderstanding of terms.

Three Kinds of Words

WORDS are composite in yet another way that the good semanticist will surely take into account. When Robert Hutchins, Chancellor of the University of Chicago, says that a just economic peace will make for world security, the first question that pops into our minds is this: "What is a 'just' economic peace?" The whole argument hinges on that one word "just." But Mr. Hutchins does not assume that his audience will know what's going on in his head and what he is referring to. He delivers a lengthy speech to make himself clear.

If Mr. Hutchins were to tell us statistically that so many bushels of wheat will feed so many people for a given time, he would be giving us information. He would be using what the semanticist calls *informative* terms. Such terms ask only understanding. But Mr. Hutchins uses the word "justice" in connection with his principles, his ideals, and his conception of human values. Now he wants more than understanding; he wants *sympathetic* understanding. His words are not merely informative; they have overtones of judgment, *his* judgment. And his hope is that we will respond with similar judgments, similar attitudes.

To go further, when Mr. Hutchins says that we must establish a world government through which devastated Europe can be made economically self-sustaining, his words are primarily and purposely *incitive*. He wants more than understanding. He wants more than sympathetic agreement. He wants action.

The semanticist is careful to distinguish as far as possible between informative, valuative (appraisive), and incitive language. And this is not always easy. Sometimes all three functions of language come into play within the same sentence; sometimes actually within the same word. The editorials we read are composites of these three kinds of language. If we respond uncritically to the valuative terms that call for a *feeling* response, or to the incitive terms that call for an *action* response, without examining the facts as given by the *informative* terms—then we are emotional creatures who won't use our heads.

In discussion of all kinds it is easy to mix information-giving and attitude-forming language indiscriminately, so that it is impossible to tell where one ends and the other begins. Young persons are especially likely to do so. When this happens the wise parent should inquire, "What are you trying to do, Son, give us some information or get us to take your slant on this problem?"

Frequently we are not even aware of our own intentions. This of course is sloppy thinking. We should know when we are trying to report something and we should use appropriate language.

When we desire to sway opinion, we should be frankly appraisive in our choice of terms. The person who knows when to say "This is what I want you to do," in clear, incitive words, is the one who has a grip on the tools of language.

Life, Language, and the Child

HABITS of clear thinking and intelligent speaking can and should be formed early, in the home; for the consequences of neglect are much graver than they appear. There is a great danger in using words that *should be* informative but are blurred by the overtones of personal judgment. Why does a child have to wait until he goes to college to learn that class labels in connection with human beings are *informative* terms, not appraisive terms and not incitive terms? Ask the child what he means when he uses such terms. If he doesn't know and know clearly, help him to find out.

Every word is, in a certain sense, a class word, one that squeezes out all differences. The class words that describe a person by his color or his nationality or his religion are informative terms. They tell us something about the color of his skin or the place of his birth or the religion he embraces, and that is all. To use them as appraisive or incitive terms would be ludicrous if it were not heartbreaking.

The study of semantics makes this clear. The semanticist knows that the legitimate, informative value of the word is distorted if we give it more meaning than it deserves. Let any grownup make some general critical statements about "teen-agers" and watch the sparks fly! And rightly too, for what can anyone say about teen-agers that would be valid for all the teen-agers in the world? Nothing beyond the informative fact that they are human beings between the ages of thirteen and nineteen, inclusive.

Be careful with one-word labels that concern human beings. The word "Catholic" stands for a person of a certain religious denomination. When the little boy in a Protestant community ran to his mother shrieking bitterly, "Mama, a Catholic dog bit me!" his mother had an opportunity to do much more than sterilize the wound.

A good dose of semantics would clear up automatically a great deal of prejudice and a great many misunderstandings. Semantics is not a fancy science for a specialist. The specialist in words needs it least of all. It is for *us*, all of us. Who today can afford to ignore any means by which better understanding may be achieved?

WHAT'S HAPPENING IN EDUCATION?



● Our school wants to do something to celebrate United Nations Day. I believe it comes on October 24 this year. Do you have any suggestions?—S. D. S.

MATERIALS and suggestions for presenting both UN and UNESCO are becoming more abundant. I have just seen two documents that will give you practical aid. They are *Teaching About the United Nations and Its Specialized Agencies* and the N.E.A.'s International Relations Committee Report entitled *Education for International Understanding in American Schools* (one dollar). For the first, simply write to UNESCO, New York City. The second may of course be obtained from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C.

One of the very best publications on the United Nations and its constituent agencies, according to Christian O. Arndt, director of the United Nations Workshop at New York University, is *The United Nations in Action*. Supplies are exhausted, but you can probably find copies in your school library.

Since you may not be able to get any of these documents in time for your observance, I will list a few of the suggestions contained in *Teaching About the United Nations*:

1. Have the students keep a special UN bulletin board on which they post pertinent clippings, pictures, charts, and so on.
2. Hold assemblies for talks, films, plays, or other group activities concerning the United Nations. About five of the films being made under UN auspices are now ready.
3. Hold a model UN General Assembly with students

representing the various member countries. This takes planning, but the results are often well worth it.

4. Put out a special UN issue of the school paper.
5. Ask the librarian to install a display of books, charts, and other materials on the UN in the school library.
6. Invite someone in your community who has worked with UN or some of its agencies to talk at your school assembly.
7. Arrange for radio listening (or make recordings for school use) of United Nations programs. NBC alone, during the week preceding UN Day, will present some thirty-four network programs about the United Nations and its varied activities.

I have just learned that a plan has been prepared for a special broadcast to United States schools from the United Nations General Assembly meeting in Paris. This will take place, if it goes through, on Friday, October 22. Schools will be invited to conduct their own assembly programs for half an hour or so, then will tune in on the UN program from Paris. This special broadcast will be carried on NBC and perhaps other networks.

● The issue of banning certain books and magazines is agitating our city. We have read about the furor over the *Nation* in Newark, New York, and elsewhere. Are there any reliable guides to sensible action on this basic problem? I don't mean the *Nation* alone; I mean policies of selection in general.—M. J. D.

THIS is a frontier that will never remain quiet. Because human thought constantly penetrates new areas or reconsiders old ones, the carriers of human thought will always be under fire from some source. The issue in the *Nation* case is whether it should remain on the approved list for high school libraries in New York City—not public libraries but high school libraries.

The case may lead to a new plan for approval of materials for school libraries; that is, the appointment of an advisory committee of laymen. Only highly controversial questions or complaints would come before this committee. The board of education would not be bound by its decisions but would certainly be guided by them.

The American Library Association at its recent Atlantic City convention, became very much concerned (as everyone should be) over the issue of censorship of printed materials.

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

"Should a small religious minority be allowed to keep off the shelves of a library, a biography of their founder that does not depict her as they feel she should be depicted?" said President Paul North Rice. "Should copies of the *Nation* ever be removed from library shelves because a great church objects to certain books on race problems or novels on a problem that may be offensive to perhaps even a majority of their constituents? Should witch hunts for subversive books persuade librarians not to stock a book because it is friendly to Russia or a communistic idea? The answer to these questions is, of course, an emphatic no."

The librarians reaffirmed their "Library Bill of Rights," containing the following basic policies:

1. Books should be chosen for values of interest, information, and enlightenment, and in no case should any book be excluded because of the race, nationality, or the political or religious views of the writer.
2. Libraries should make full provision of material presenting all points of view concerning the problems of our time, and books and other factual reading matter should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.
3. Censorship of books must be challenged by libraries "in maintenance of their responsibility to provide public information and enlightenment through the printed word."
4. "Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression" that are our American heritage.
5. The library should make available its meeting rooms for "socially useful and cultural activities and discussion of public questions. Such meeting places should be available on equal terms to all groups in the community, regardless of members' beliefs and affiliations."

● The editor of our local paper recently ran an editorial criticizing the teaching of spelling in the schools. He said that young folks who come to him for jobs can't spell. Do you think the new methods of teaching spelling can be defended against criticism of that sort? If so, how?—T. A. O'C.

THIS question comes up quite often. Here is a good answer from the Metropolitan School Study Council to a similar inquiry:

Ability to spell, like all ability, varies with individuals. The schools, of course, are trying to help all children become good spellers. Instead of depending solely on the old mechanical methods of drill and repetition, children are given an approach to learning words that encourages them to organize themselves for learning. Their word study is motivated, they learn words they use and need to know. . . . There is additional emphasis on meaning. Children are led to see the whole pattern as well as to look for details. Various devices, such as individual drill books, spelling games, and special rules, are employed. Poor spellers are brought up to grade by small group work or by individual instruction.

Emmett Betts of the Temple University Read-

ing Clinic says, "One of the now-obvious defects in basal readers of yesterday was the isolated word recognition drill. Words can be drilled upon until they are divorced from meaning. Other things being equal, recall of words depends upon rich and varied associations."

● Do you think that the parents in a parent-teacher association should simply support the program that exists in the school? Or should the school expect something more from the parents? After all, we have to be teachers of sorts when the children come home from school.—Mrs. R. A. J.

THE parent-teacher organization has always worked toward closer home-school relations, as you know, and certainly the trend today is toward recognition that education is a partnership which parents and teachers share. For example, there has just come to my desk a report from Great Neck, Long Island, that made the columns of the New York City newspapers. This report strongly recommends the sort of cooperation between school and community which parent-teacher groups have actively promoted for many years:

"The schools can greatly increase the effectiveness of their own activities by using the physical facilities of the community and the personal services of local citizens to supplement the school plant and professional staffs."

This is well under way in Great Neck. "The practice of inviting laymen to talk to the children about their vocations and hobbies, to join in music programs, and to assist with arts and crafts has been instituted by the elementary schools," declares the report. "The staff of the Central Office has prepared bulletins on museums and parks in the New York area and has undertaken the development of a card file of persons in Great Neck who might assist in school activities and serve in special advisory capacities."

Parents take part in policy making, too. About twenty-five laymen participated this year in the cooperative study as members of study-action groups concerned with the curriculum and with plans for a new elementary school.

Great Neck likes this scheme so well that the survey group recommends:

That the practice of using laymen as resource persons for school activities be continued and extended, not only in the elementary schools where it is now most common but also in the high schools. Great Neck is particularly fortunate in having a large number of citizens who have had specialized training, who are experienced in the business and professional worlds, who have traveled extensively, and who have highly developed hobbies. The value of the services of such people is becoming increasingly evident as educators seek to supplement the printed page in teaching methods and to broaden the curriculum in preparing pupils more adequately for the exigencies of life.

—WILLIAM D. BOUTWELL

Brothers and Sisters

This is the second article in the series "Psychology of the Preschool Child."

DO you consider the following incident the very funny story for which it was told? Mrs. Cox met on the street a young mother accompanied by a very handsome three-year-old son and a rather homely five-year-old daughter. After exchange of friendly greetings, Mrs. Cox exclaimed, "My! What a fine, good-looking boy!" The little girl screwed up her face and said, "Yes, and all they ever say to me is 'You look just like your mother!'"

How would you explain Franklin, an interested, well-mannered, cooperative child until his twin sisters were born, when he was five. Now at nine he is so disagreeable at home that his parents actually look forward to summer-camp time and other opportunities to send him away?

And why is it, do you think, that children in some families quarrel continuously with each

them into acceptable social and emotional relationships. Children who quarrel and show bad feelings are those who are not given this intelligent guidance.

What can parents do to help their children un-

IN all the wide range of human relations, none is more delightful or more rewarding than the brother-sister relation at its best. Unfortunately we do not always see it so, and sometimes we learn too late how to make it rewarding. The time to start is now, at the beginning; the way to start is here presented—for all to follow.

other, whereas youngsters in other families seem to get along amicably together with only an occasional serious misunderstanding?

The answers to all these questions are fairly simple, but the implications are far reaching. By her silence, the mother of the handsome boy and the homely girl indicated that she was allowing feelings of jealousy and resentment to grow unchecked in her young daughter. Franklin's parents gave him their undivided attention until the twin girls were born. Then he was left to his own devices, even expected to keep out of the way, while his sisters absorbed his mother and father and were smothered with the admiration of relatives and friends.

Brothers and sisters who get along well together are those whose parents know how to guide



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derstand and love each other as they grow up! It is now a well-established fact that preparing a child for the coming of a new baby is the first step toward promoting good childhood relationships. In addition to advance information about the ways and needs of infants, the older child also must have been taught some independence and self-sufficiency.

How well a child continues to adjust to other children in his home, however, depends upon far more than advance preparation. Throughout childhood boys and girls need help with learning how

to live together. When a child is born to the family, parents must not neglect the others or treat them in ways that cause them to feel unwanted. At the same time the new child must also be guided into becoming a likable person if he is to have the love and respect of the older children.

Love and Loyalty

THERE are several points to keep in mind throughout this long-term guidance. First of all, a child is never born with already established feelings of hostility, rivalry, or resentment toward another. He is never "naturally jealous" of a younger or an older brother or sister. All normal human beings, of course, are capable of rivalry, resentment, and jealousy at a very early age. But either pleasant or unpleasant emotional reactions have to be caused before these feelings can occur, and the reactions do not become habitual unless they are steadily reinforced by continued application of their causes.

Now we cannot hope to avoid every situation that causes children to feel bad toward each other; we would be working miracles if we did. But we can be on the alert for certain attitudes and ways of behavior in them and in ourselves that are known to contribute toward ill will among children.

Once your new baby grows up enough to assert himself in play, there will be much more fussing

and fighting over toys than is necessary—unless you know the better ways to guide children into acceptable social habits. Help the baby to learn, too. You may be surprised to see that even children a year old can learn to enjoy sharing and taking turns. When the baby frustrates an older child by his demanding ways and wants, or when the older child cannot agree to allow the baby all that he should have, it is time for the wiser and more experienced adult to step in and show the children how to resolve their difficulties.

Parents usually discover that a baby's ways, his inexperience and inadequacies, require a considerable amount of interpreting to a slightly older brother or sister. But it is easy to get confused between calmly interpreting the baby and forcing the older child to give in because "Baby is so much smaller."

Reasonable rights and relationships between children should be worked out by taking the age and needs of each child into consideration. Mothers and fathers who do this successfully soon discover that they are helping all the youngsters to be happy a large part of the time. But all such schemes must be flexible and based on common sense. Your children have quite different interests in their play, and you will do little to promote good feelings by requiring them to play together.

Even when their interests and quality of achievement are very similar, it is better for brothers and sisters to be independent of each other at times. The older child will need and will have a right to freedom from the tagging younger brother or sister who cannot play in the same way. And the younger will also benefit from the separation. For a time he will not feel the frustration of trying to take part in activities that he cannot understand or execute.

Family love, family loyalty cannot be forced, but it always will be greater if your children can be brought together by the gradual development of common interests and mutual satisfactions. There should be no feeling that it is disloyal to have other desires and other more satisfying activities than those that include one's brothers and sisters.

Steering a Just Course

ALL parents find that their children like one another better when each feels that he is loved for himself and can expect fair treatment from those around him. Real love between children is not very different from real love between adults; it is based on respect that flows both ways. Do not try to teach your sons and daughters that they must love one another because they are brothers and sisters. An older child need not support his brother if the younger boy makes unreasonable



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demands upon his playmates. Nor should the younger be expected always to side with the older. In such situations an understanding adult must help both children.

Loyalty is a highly desirable trait, but help your child learn to be loyal for good and just reasons. Show him how to be the kind of person who is worthy of respect and love for what he is and not because of any blood relationships.

This does not mean that you have to be constantly judging your child's motives in all his activities. When the younger one is wrong in making excessive demands, you do not have to pass judgment upon him and get the other children to side with you against him. Help both sides to understand the real issue. It may be necessary to be firm with the demander. Yet you need not be harsh. Your position should be: "He is outside his rights, of course, but he has to grow a lot and needs us to help him be happy while he grows and learns." The same attitude applies when an older child is wrong: "We do not agree with him, but he is a fine person and we will help him see why he is wrong."

When one child violates the rights of another, remember it is the child's *behavior* and not the child that you dislike. Do not devalue the offender's sense of personal worth by calling him a "bad child." Show him or tell him the better way to keep the good will of others and be happier himself. If necessary, move him firmly in that direction until he can see for himself that it is the better way.

For example, after they are four or five years old children often discover that words are just as effective as blows, and far less dangerous to themselves, in keeping a younger brother or sister unhappy and generally upset. Such children need their parents' help with understanding and removing the cause of such behavior. It may well be jealousy or a feeling that the younger child has advantages that are denied the older one.

Never take sides with one child against another, implying that one is worse than the others or one superior to another. Parents have every right to be human beings with definite likes and dislikes, even as parents. But to be a successful mother or father one must have a genuine affection, balanced and properly shared, for all one's chil-

dren. When one child excels in some task or behaves in ways that please you, he should be praised and rewarded. Reinforcement of desired behavior in one child is not constructive, however, if it makes him and the other children feel that you now love him more than the rest.

Fair Play in the Family

PRAISE and reward each child for himself, not for having done better than the others. Equally desirable traits and actions can easily be found in the others. Parents often unwittingly arouse hostile relations in children by stressing some new development or some particular skill of one child and neglecting to mention other developments and skills in the other children. Visitors in a home sometimes start a vicious cycle of such feelings by special praises for one child that happens to appeal to them in some way. Be on the alert for such situations. Call attention to the virtues of the others. "All my children are fine," said while you give the neglected one an affectionate pat often will keep the family affections in proper balance.

Not only the care and training you give your children but the way in which you show that you love each one for himself will play a most important part in their lifetime social and emotional adjustments. Much of your own satisfaction in parenthood, too, will depend upon how you help your boys and girls learn to love and respect each other as they grow up together.

Agreeing with these statements of mine, however, will be meaningless unless you are prepared to do something about them. You must know what are the helpful attitudes and worth-while emotional responses and how to guide children into them. You must know how the first child can be expected to behave toward the second, and the youngest toward the oldest. You must be able to aid each child's growth in constructive directions by understanding *his* needs and by knowing what constitutes suitable opportunities *for him* to learn how to like living with the other children in his home. Such opportunities must be arranged in accordance with each child's readiness to learn at successive stages of his social development. And you must not expect too much too soon.

PERTINENT PROVERBS

He that hath no brother hath weak legs.—PERSIAN

A brother is a friend given by nature.—FRENCH

He that flies from his own family has far to travel.—LATIN

Caring for the Convalescent Child

OUR little daughter was only four years old when the doctor told us she would have to go to the hospital for a major hip operation. It would be her first experience with serious pain, and we dreaded the thought of it. Moreover, she would have to spend months in a cast before she could walk again. We could scarcely bring ourselves to believe that such suffering need be undergone by a child so young. But expert medical consultants convinced us that the radical step was imperative, and we finally agreed to it.

The important thing now was to keep the child from sensing our fear. Her father and I explained that it would be necessary for her to have an operation—that it would hurt some but that when she was better she would run and play just like other children. Also it would mean spending some time away from us in a hospital, but we would be with her as much as the rules allowed and would bring her home as soon as possible.

We didn't tell her what day she was going to the hospital until the day arrived. We had bought her a doll, a particular doll she had been wanting, and we gave it to her on the way to the hospital. This helped distract her mind more than any words could have done. Since she has an acute sense of smell, we also bought her a small vial of perfume that she could sniff when she wanted a change from the odor of disinfectant. We suggested that if she felt the urge to cry, singing a song would melt the lump in her throat.

In Hospital and Out

THE hospital to which our child was admitted allowed only two visiting days a week in the children's ward because daily visits tended to upset the youngsters. We arrived on a no-visitors day and were surprised to hear sounds of gaiety and fun. Most of the children were laughing and playing in their beds, even though many of them were trussed up and looked uncomfortable.

Two days later the operation was performed and pronounced successful. Although she was in considerable pain for a week or more, she tried her best to "corporate," as she informed us. Her only trouble, it seemed, was not knowing which day we would come, so we made a chart for her. Since our visiting days were Sundays and Wednesdays, we drew a large bluebird for Sunday. Monday was a caterpillar day that crawled along and Tuesday a faster butterfly, bringing Wednesday's large, shiny sun. Thursday was a poky turtle, Friday a faster fish, and Saturday a frog that hopped into our sunshine day, Sunday.

Every day I wrote her a short story that was continued for a week—filled with tidbits of news about her brother, the cat, and the dog. This, we were assured, was a great help. As one of the nurses said, "We don't have a problem with your daughter because she is always confident that you and your husband love her and think of her."

After the child had spent a month in the hospital, the doctor informed us we could take her home in her cast. Many of our friends advised us to send her to a convalescent home for crippled children. Being bedridden in her own home, they said, would be a hardship for all of us. She would see her playmates and be upset by her forced inactivity; she would demand too much attention; and so on. But we felt that the suffering she had had—and would have for months to come—entitled her to the daily love and sympathy that only her family could give.

HAUNTING a parent's waking hours is the fear that the children will get into mischief. Youngsters are so active, so innocent, so indiscreet. But what of the child who cannot get into mischief—confined perhaps to his room, even to his bed? He too is a problem, but largely because many of us lack the imagination to sense and satisfy his needs.

Of course we had to evolve special games and activities that were centered around her bed. But we were fortunate in that our home had always been a gathering place for the children of the neighborhood. Our daughter's illness only served to bring them around more often, and happy companionship made the days pass faster.

Convalescence Made Easy

SOME of the diversions we worked out for her may be of help to other parents of bedridden children. All children have an interest in nature, and since our child could not go outdoors we brought the outdoors to her. Seeing a moth come out of its cocoon is one of the most thrilling events a child can witness; so, through Ward's Museum of Natural Science in Rochester, New York, we bought some cocoons of moths and butterflies. These we kept in a box with a screen over the top, and with the warm weather they began to hatch out. When the moth emerges from the cocoon, its wings are folded and slightly larger than a horsefly's. For a few moments it will crawl around; then, very gradually, the wings expand to their full size and take on amazing beauty. We would have the moth crawl on a large piece of paper, which we pinned over our daughter's bed. For about an hour she would watch the process of unfolding life—an hour full of wonder and delight.

By way of supplementing the material procured from the museum, our son went caterpillar hunting. The Monarch butterfly, a common orange and black variety found all over the United States, ordinarily breeds on milkweed plants. We put a captured caterpillar in a jar and, after feeding him milkweed plants and leaves for a few days, saw him spin a lovely green and gold spotted cocoon.

Another one of nature's interesting changes is the development of a tadpole into a frog. It was fun for our young patient to watch the tiny feet grow on the tadpole—the hind legs first, then the front; observe the disappearance of the tail; and finally recognize the little, hoppy frog.

The frogs we let go, but we put the moths and butterflies into a regular killing jar, the kind that is sold for insect extermination. After the butterfly or moth was dead, we pinned it through the center, behind the thick section of the body, spread the wings on a spreading board, and taped them down with two strips of tape. After three or four days the insect was mounted in a specimen case.

We made a point of planning something special for every day to make the hours go faster: a tea party, a picnic under the trees, a cake for Daddy (we mixed one on the bed, to the woe of

the sheets), a hidden present. Something special was awarded every day for cooperation and good behavior. This helped to solve the discipline problem, for we had no intention of letting our child become spoiled because she wasn't able to walk. We explained to her that having to wear a cast was no excuse for rudeness or impoliteness.

Speaking of rudeness, do let me emphasize one point: When you see a child who is handicapped, don't make that abnormal situation an excuse for asking questions. We found our daughter sensitive to explanations about why she was pushed around in a buggy, wore a heavy cast, and the like. It was not that she objected to the attention, but speaking of the operation reminded her too vividly of the pain that she had experienced. We settled all such questions with the brief statement that she had a bad hip.

Fitting Hours with Wings

FIXING up doll furniture was another pastime that served us well. From my childhood I recalled how we used a large spool with four nails on top for doing a sort of rat-tail crochet; so I dug up a crochet hook, and we began to make a rug for a prospective dollhouse.

Making a scrapbook of Christmas cards, get-well cards, and pictures from magazines whiled away many an hour. Then there were always the old standbys—coloring with crayons, blackboard fun (using a dustless blackboard), jigsaw puzzles, and of course reading. We found that putting away the old toys for a week or two and then switching the whole batch around again kept the playthings fresher and more interesting.

Since the little girl had been given pills to relieve pain following the operation, we found that she felt a pill necessary every night for the first few weeks she was home. We broke off tiny pieces of mint candy—"our psychological pill," we called it—and they helped ease her discomfort. We found too that a cast could become very itchy, especially in inaccessible spots. One of Mother's old corset stays, therefore, became standard bedside equipment. It could slide down into the cast and scratch the spots without doing any harm.

Taking care of a convalescent child is no easy task. It requires endless patience and the ability to present a smiling face even when you are filled with despair. It means not counting the long span of weeks that face you—or the months, as was our case—but just planning events for the coming day. Yet the reward comes. It comes with the realization that your love has given your child the strength and security that will see him through pain. That reward alone is worth any ache or effort on your part.

Poetry Lane



Kin

Always in the autumns of the year
The farmer found it hard to keep them clear
And separate in his mind. His boys had hair
The color of his corn; their heads, their knees
Were like the rounding apples on his trees;
Apples, corn, and boys were mixed for fair.

Yet it was natural it should be so,
For never once had he hoed any row
Or set a graft on any apple tree
But what his head was full of boys as well:
How easy it was for any man to tell
His body was good by the son upon his knee.

October blued the world; he gathered his crop;
There was no reason why corn ears should stop
And a boy or apple should begin;
They were all one making, all a part
Of a man's brain, his thighs, his curving heart;
Far be it from him to separate good kin.

—ROBERT P. TRISTRAM COFFIN

Cry over Spilled Cereal

One peak of invention
remains to be sealed—
a box top that *cannot*
be cut off and mailed!

—LOVERNE WILSON BROWN

You Are a Beach Fire

You are a beach fire on a granite coast
Where strong dark waves come steadily tumbling in;
That coast myself, the waves my thoughts, I boast
No other beacon, need no other to win
Light from surrounding darkness, warmth to cheer
The loneliness that circles me about—
Your glow most precious when the night is here,
With everything but you and the stars shut out.

Unfailing vestal fire of mine, you drive
Away all chill, pour driftwood-scented myrrh
Through every crevice, making me alive
To your redemptive beams as only a mariner
Lost on a pitch-dark ocean might discern;
Driftwood, keep coming in, and burn, flame, burn!

—WILBERT SNOW

A Point of View

A hostile space ship landing on our shore,
Intending to repopulate this world,
Might bring all-nation harmony once more,
Until the Martian flag was frayed and furled.
If common danger, then, is all we need,
Spread astronomic knowledge wide and far
So all may learn our earth's terrific speed
Down unknown paths with its compelling star.
Become acquainted with the lore of sky
And view the earth as vulnerably swung,
Upheld by speed on courses that must lie
Around a whirling and exploding sun.
Man then might feel what fellowship is worth,
If he could win a star's-eye view of earth.

—EDITH E. HEWINS

Zinnias

"I don't like zinnias; they're old maids," she said.
But I loved their glow of orange and red
Under the leaden skies of fall,
And could not agree with her at all.

They remind me—not of a bachelor maid,
Despite the fact she thinks them staid—
But of women who have suffered much
And thereby kept the human touch.
What she sees as stiffness is to me
Middle-aged courage and dignity.

—MARION DOYLE

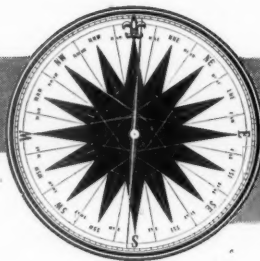
Green Room

Here I have wine and bread,
Five senses serve the board,
Blue roofs me overhead,
With green my room is floored.

The grace before and after
Is wonder that leaves thought kind,
And petals of peace snowing silence
On the slums and alleys of mind.

Here there is plenty for sharing
With those shadowy selves unguessed
That make man an orchard bearing
The rich fruits that ripen in rest.

—LOYD HABERLY



Great Work To Do

AGNES SAMUELSON

National Chairman, Committee on School Education

A NOTED scientist is said to have received fresh inspiration for his work each day from the words with which his attendant awakened him in the morning: "Wake up, sir! The sun's a-shinin' and we'se got great work to do!"

These are words to live by in times of stress and strain, words to fashion our program by, and, in the immediate present, words to kindle our observance of American Education Week. Actually they have already guided our planning and our acting, for the thought of "great work to do" has inspired parent-teacher members to record making achievements in every area of our Four-Point Program. Remarkable indeed are the chapters that are being written into P.T.A. history. Certainly it can be said that the program has come into being for just such a time as this. But the story is still in the making; the plot has just begun to unfold. Much unfinished business crowds our calendar of work, and many new tasks press for forthright attention.

Surveying the Educational Scene

GREAT work is yet to be done. Take school education, for example. The crisis is still not over, despite the improvements in legislation, appropriations, salaries, and public concern which you parent-teacher members helped to secure. Let no one minimize these gains. They stopped the deterioration and averted the complete breakdown of our public schools.

Unfortunately the financial situation is further complicated by the fact that school boards did not have enough buying power during the period 1940-47 to keep school expenditures in line with the economic upturn. They actually needed an increase of 86 per cent in school funds but received only 66 per cent.

Let us look at the current scene—look well, so that we may detect some of the crucial weaknesses that call for bold programs on behalf of our children's education. There are deep shadows over

that scene. Whose are they? They are the shadows of the millions of children in this country who are either entirely without educational opportunities or have only very shabby advantages.

What else do we see? Overcrowded classrooms, school buildings bursting at the seams, college campuses dotted with quonset huts; accumulated and unsatisfied needs in curriculum, equipment, and personnel that hamper efficiency at every turn; and a teacher shortage that is still acute.

The stork is there too, on the scene. The high wartime and early postwar birth rate is swelling the school population. During the next decade provision will have to be made for four million more pupils in our elementary schools than there are today. Just think of the tremendous effect of this increased enrollment on school facilities, finance, personnel—already insufficient to stretch over present needs.

Remember also that the crisis is now being met with stopgap measures that should be ended at the earliest possible moment: cutting down on the curriculum, increasing the teacher's load, and employing teachers with less than standard preparation. Large numbers of the hundred thousand emergency certificate holders need to be replaced by qualified teachers. Heavy loads should be lightened, too. Moreover, to curtail the curriculum now is to shortchange our children at the very time when new emphases and new services are urgently essential.

What of the Next Decade?

As the details of the scene are sharpened, as we look beyond the present into the future, the bold outlines of the great work to be done in the next ten years flash into view. They heighten and point up the dual obligation facing the American people if we hope to provide the quantity and quality of education needed by today's youngsters—the obligation of both *extending* and *improving* our schools. That is our unfinished business, to bring good educational opportunities within the

reach of all. These are the new tasks, to expand and enrich the school program in the light of present-day needs. More education should be brought to more people and better education to all.

It is inevitable that these programs of extension and expansion will demand larger expenditures for education, but who can deny that the welfare of our country depends on the development of its human resources? We can afford the dollars it will take to educate all our children and to bring our schools up to par; we cannot afford the civic deficit that will result from the failure to do so.

Are you, as a well-informed and active P.T.A. leader, familiar with the salient facts about the extension of school opportunities and the enrichment of the program? Can you organize a team to drive these facts home? Go to your parent-teacher bookshelf and pull out two new publications: *Unfinished Business in American Education* by John K. Norton and Eugene S. Lawler, which supplies all the data you need on equalizing educational opportunities, and *The Expanding Role of Education*, the 1948 yearbook of the American Association of School Administrators, which explains new program needs and the estimated amount of increased expenditures that will enable the schools to catch up and to move forward. Consult the 1948 American Education Week literature also for general and specific information.

The legislative job you did in 1947 gave you a running start for the great work ahead in 1949. The intervening months have intensified long existent problems and precipitated new needs. Now is the time to win further victories by marching forward on all the four fronts of our National Congress program: school education, health, world understanding, and parent and family life education.

Beliefs To Build On

A TAILOR-MADE opportunity for spotlighting the needs of education and placing these vital problems before the people is offered by American Education Week. From November 7 to November 13 attention will be focused on the public schools and the children of America. Set your committees to work. Let your school people know you are ready and eager to go to bat.

Check the topics for each day of the week, and match them against the theme, "Strengthening the Foundations of Freedom." To strengthen those foundations we must learn to live together in a framework of peace, suit education to the needs of all, secure qualified teachers for the public schools, provide the necessary funds, safeguard American ideals and principles, promote health and safety, and develop a worthy family life.

These topics are all planks in the P.T.A. platform.

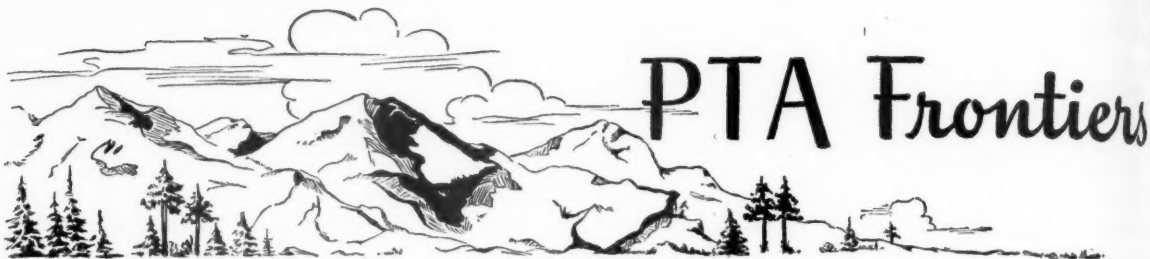
American Education Week, observed each year since 1921 during the week that includes Armistice Day, is sponsored by three great national organizations with a combined total of more than nine million members: the National Congress of Parents and Teachers, the National Education Association, and the American Legion. The fourth sponsor, the U.S. Office of Education, may be said to represent directly the schools and colleges of the country.

Each year since 1938, when the National Congress became one of the sponsors, our national president helps to select the daily topics for the week and to make nation-wide plans for promoting the celebration. This year the National Congress has made two very valuable contributions to the list of special aids for the observance. One is an eight-page, two-color folder on the topic for Saturday, November 13: "Developing Worthy Family Life." It is included as a free item in the American Education Week packet of sample basic materials distributed by the N.E.A. A limited number of copies will be supplied free by the N.E.A. and the National Congress offices as long as the supply lasts.

The other contribution is a four-and-a-half-minute radio script, *The Family Finds a Way*, written by Ruth Moore, author of *The Baxters* series sponsored by the National Congress. Since parent-teacher associations are giving particular emphasis to parent and family life education this year, these two contributions to American Education Week are of special importance. Put the radio script on the air, and give the family life leaflet wide coverage. Both can, in fact, be used throughout the year. This is true also of most of the other American Education Week materials, which include general helps, publicity items, school plays, a movie trailer, radio recording and scripts, and special leaflets. For a list of these and other 1948 items, write to the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C.

Sleeves Rolled Up

THE needs have been identified and the program geared to them. The education of freedom's sons and daughters is at stake. The place is every community. The tools are ready, the spirit strong, the purpose clear. Spark the observance of American Education Week with Four-Point activities! If five million parent-teacher members in thirty thousand local units start hammering new blows for education during this week of November 7, powerful results are bound to occur—results that will be felt for a long time to come.



Mrs. Robert G. Doty
President
Maryland Congress

A Maryland P.T.A. Maps a Program

HOW can we stimulate greater interest in our P.T.A.? How can we get action out of our parent group? And toward what goals can this action best be directed? These and many similar questions the Sherwood P.T.A. program planning committee was asking itself in the fall of 1947. In past years our parent-teacher meetings in this rural Maryland community had presented speakers, many of them highly trained and well worth hearing. We had had an open house at the school, and we had held purely social gatherings. But always only a small number of parents turned out, usually the same ones and certainly not a representative group. Clearly something was wrong.

We of the program committee were aware of the many unmet needs of our community, especially those affecting our children. Why not expose these needs and let parents carry on from there? Why not encourage the voluntary formation of discussion groups—with discussion that would lead to action? So we eagerly set to work.

In September children of all ages, from both the elementary school and the high school, were asked to meet for the purpose of preparing a list of "The Needs of the Children in This Community." Parents were called by letter to a similar meeting at which they were to compile a list of *their* needs. (The turnout was a thrill to behold!) And the teachers also met and produced still a third list.

Then in October a general meeting was held and the three separate lists of needs were consolidated into one. It was long, covering some forty-four categories, and the challenge it represented was immediately accepted. Parents and teachers spontaneously sought to form various groups, each one to discuss, analyze, and act upon some specific need. That night there was no real social hour over the refreshments. Instead, the food had to be served to one earnest band huddled

in the southwest corner of the room, to another talking seriously by the piano, to a third conferring in the cloakroom, and so on. In all, eight eager groups were formed.

These groups could by no means promote every suggestion on the list, but they could concentrate on the needs felt to be the most urgent. One began planning for the establishment of a kindergarten and nursery school. Another group tackled the problem of a community library in conjunction with the school library. And a third worked on ways of making extracurricular club activities available to all the children.

Our general meetings in November, December, and February were turned over to reports of progress from the eight discussion and action groups. At those meetings any parent not previously associated with a group could either join forces with one already formed or start working on another need that had not yet been attacked.

Young and Old Confer

THE high school students felt very keenly that one of their greatest needs was for "modern parents." As we agreed that modern parents are the concern of all of us, parents, teachers, and students were eager to participate in discussions on that theme. Therefore three P.T.A. meetings were devoted to this question of parent-child relations, and all high school students were invited.

At the first of these meetings a panel of junior and senior high school students discussed "What I Should Expect from My Parents and What They Should Expect from Me." The boys and girls brought up such controversial matters as the use of the family car, allowances, homework, and the hour for getting home after a date or party. At the second meeting a panel of parents took over, their topic being "What I Should Expect from My Children and What They Should Expect from Me." Finally, on the third night, a panel of experts, all from our own community—

the headmaster of a boys' school, a psychiatrist, and a social worker—discussed "The Parent's Responsibility to the Child and the Child's Responsibility to the Parent."

Each of these three panels led to lively and enthusiastic debate in which a great majority of the audience took part. No rules for parent-child relationships were formulated; no theories were accepted as infallible. But in the process of give-and-take, thinking was stimulated, ideas and feelings were shared and exchanged, and parents and

children found themselves better able to understand one another.

Last May, when questionnaires were circulated to find out what kind of program members wanted for the next season, the majority demanded another year of active discussion. Not one asked for a return to the passive type of meeting that had formerly been the rule. From the standpoint of interest, participation, and action, our P.T.A. program had been a success.

—JANE EDWARDS BASINGER

War on Cancer Waged by a New Jersey Council



Mrs. Horace J. Brogley
President
New Jersey Congress

YEAR after year parent-teacher associations broaden their spheres of influence, gaining the respect and cooperation of large and small communities all over the nation. That thought was in the mind of this writer, who had been an active parent-teacher worker for eighteen years in the Atlantic County Council of Parent-Teacher Associations, New Jersey, as she listened to a broadcast by the American Cancer Society in the early part of 1946. She heard that cancer is enemy number one of women, enemy number two of men, and that it kills more children every year than do the four leading children's diseases combined.

Promptly she got in touch with Mrs. Carl Bell, president of the Atlantic County Council, who agreed that since cancer threatens the welfare of parents and children, cancer education should be made a part of the Atlantic County Council's health program. She appointed the writer chairman of the cancer education and service committee. Member associations were immediately alerted and urged to engage medical and lay experts on cancer as speakers and to use especially prepared literature and films in their programs.

However, it was soon realized that no matter how worth while meetings might be, one important element was always missing—a good-sized audience. People were simply too frightened to come to hear anyone talk about cancer or to see a cancer film. The committee therefore decided to try to get at the homes through the children and succeeded in introducing a cancer education program into the public schools. Libraries aided the cause greatly by displaying and distributing information. Radio stations and the press cooperated splendidly in spreading the message of caution and hope.

Naming the Needs

WHILE introducing the educational program to the various parent-teacher associations, the cancer committee had an opportunity to study the cancer needs of the county. It found many patients in sore want of surgical dressings, and in all the county there was but one clinic—which was open once a month to indigent patients only. Here definitely was a service job to be done.

A representative of the state field army of the American Cancer Society was therefore invited to meet with local P.T.A. cancer chairmen and instruct them in the art of making cancer dressings. With the help of the school children, the radio, the press, and an efficient telephone squad, a drive was launched to collect old sheets, pillowcases, and men's shirts from homes, laundries, and hotels. The Atlantic County chapter of the American Cancer Society paid for the necessary cellulocotton, gauze, and wax paper, and before long hundreds and then thousands of dressings were completed. Soon, too, church and other groups began to ask to be included in the project.

Today there are twenty-two dressing units located in strategic spots throughout Atlantic County. Although these dressings are intended primarily for residents of the county, production has been so high that thousands of them have been sent to a cancer hospital in Philadelphia.

The widespread educational programs of our P.T.A.'s and the meetings of these dressing units have helped to reduce not only the public ignorance of cancer facts but fear of learning the truth about one's physical condition and delay in seeking medical aid before it is too late. As a result, interest in the establishment of cancer clinics has become both keen and vocal. Four new ones have lately been opened in the county.

The cancer education and service program of the Atlantic County Council is relatively new, but it has made wonderful progress. —ROSE DRELL

STUDY COURSE OUTLINES

For study group leaders and P.T.A. program chairmen

BASED ON ARTICLES IN NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

PSYCHOLOGY OF THE PRESCHOOL CHILD

Directed by Ethel Kawin

- Brothers and Sisters. (See page 24 of this issue.)

About Our Study Course Article

FOR all of us the family group is the basic social relationship. The attitudes we develop within it during our early childhood influence our relations with all other human beings. It is natural, therefore, for thoughtful parents to be deeply concerned about building good feelings between the children in their family group. Because parents are constantly asking for help in this important matter, we decided to deal with it in our second article of the 1948-49 study course. And because Dr. Gelolo McHugh had an excellent chapter on "Preparing for the Second Child" in his book *Developing Your Child's Personality*, we asked him to write this article on "Brothers and Sisters."

Pertinent Points for Discussion

1. Discuss the Mrs. Cox incident that the author relates in his opening paragraph. Why did the little girl reply as she did? Since many people are likely to make stupid remarks like Mrs. Cox's, what can parents be prepared to say when they encounter such a situation?
2. How might Franklin's parents have avoided the deterioration in his behavior that took place after the exciting arrival of twin girls in their family?
3. How would you prepare a child for the coming of a new baby brother or sister? What provision should be made for the older child when Mother goes to the hospital to have the new baby? How should the homecoming be handled?
4. Although, as our author tells us, no child is born with feelings of jealousy or resentment, it is natural for a youngster to be jealous if he thinks that a younger child is usurping his established place and his claims upon his parents. Discuss a number of practical ways in which parents can protect the older child from this feeling of displacement in the weeks following the baby's arrival.
5. At what age and in what ways can the younger child be helped to understand that the older child also has rights that must be considered?
6. Discuss ways in which the older child can be led to understand certain difficulties that the baby cannot yet understand. How can their very differences in age and maturity be used to give the older child a feeling of status and importance?
7. Discuss some situations in which children of the same family should be encouraged to play together. Discuss others in which they should not be expected to do so. What effect do age and sex differences have upon this question?

8. Why is it futile to try to make children love one another just because they are brothers and sisters? What factors other than that of mere relationship will develop affection between children in the family?

9. No child should ever be called a "bad" child, but contrasting "good" and "bad" children in the same family should especially be avoided. What are the harmful results of such a parental attitude, such comments? Why is it unwise to compare one child with another in the same family? How can teachers as well as parents become sensitive to this as an undesirable practice?

10. Discuss ways in which parents can show their children that they love each one for himself, as Dr. McHugh advises.

Program Suggestions

IN our topic for this month—developing good feelings among children of the same family—we have a subject that the members of a study group should be able to discuss quite competently without the aid of a professional leader. The points listed above, as well as others that will suggest themselves to the group when they begin to read and discuss, can easily be adapted to the various methods described on pages 36 to 40 of the National Congress publication *Study-Discussion Group Techniques for Parent Education Leaders*.

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- The last two chapters of this practical manual are especially related to our topic.
- Spock, Benjamin, M.D. *The Pocket Book of Baby and Child Care*. New York: Pocket Books, 1946.
- Pages 268 to 276 present an excellent discussion of how to avoid jealousy between brothers and sisters.
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PSYCHOLOGY OF THE SCHOOL-AGE CHILD

Directed by Eva H. Grant and Ralph H. Ojemann

I. CHILDREN IN ELEMENTARY SCHOOL

- Lesson Trouble. (See page 14 of this issue.)

Comment

WE can sympathize with the parent whose child is having difficulty with his schoolwork and who is puzzled about what to do. But it will help us to remember that there are causes for lesson difficulties and that these causes may be of several types. It may be that the child hasn't really learned how to read, how to pick out the important points in a paragraph, or how to apply

what he is learning to many different situations. And there may be other reasons—many of them involving emotional pressures that are weighing upon the child. At all events if we want to understand the trouble and be of real help to the child in overcoming it, we need to observe both the pupil and the situation carefully.

Pertinent Points for Discussion

1. Some people think that the parent's role in homework is merely to aid the child in the task which the teacher has assigned. Others consider that parents can also help by providing the child with many kinds of experiences that will give him a broader background for schoolroom learning. These experiences include reading to him if he is just beginning, taking him to see interesting things in his community, and encouraging him to observe his surroundings closely. What do you think is the parent's part in homework?
2. Have you ever observed a child who had difficulty with reading? What may have been some of the possible causes?
3. Suppose you had a child who told you he just didn't see the use of sixth-grade arithmetic. What are some of the things you could do to change his attitude?
4. A third-grade girl doesn't like to read and refuses to do her schoolwork if it means reading. What points should her parents discuss with her teacher? With the school's guidance specialist? The principal?
5. How would you go about finding out whether a child was having trouble with his lessons because he didn't know how to read well enough or because he was bored and didn't care to put forth the effort?
6. List several kinds of experiences that parents might give a child to form a good background for first-grade work. Fourth-grade work. Sixth-grade work.

Program Suggestions

With a topic of this kind it should be stimulating to build a program that will enable the group to discover the pupils' own ideas. Arrange if possible to have some boys and girls from the upper elementary grades and high school tell the group about the lesson difficulties they themselves have had and have also observed in other pupils. Ask them to suggest how the parents could have helped in each case. Teachers and guidance workers

in the community who have made a special study of lesson trouble will likewise have many valuable suggestions. Then, too, several teachers may be asked to describe the kinds of home experiences that have been most helpful to the children in their respective grades. The discussion might close with the drawing up of a list of questions for parents to use in getting at the cause of a child's difficulty.

If the group wishes to build a program around a motion picture, the McGraw-Hill film *Learning To Understand Children* (forty-four minutes) would be suitable. Well-guided discussion, relating the subject matter of the film to the study course article, should of course follow.

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II. ADOLESCENTS

• Are They Really Drifting? (See page 4 of this issue.)

Comment

To many parents and teachers it seems that adolescents are always on the go, throwing themselves first into this activity, then into another, apparently without plan or purpose. At times they seem so irresponsible and careless that grownups are inclined to worry lest the younger generation come to naught. It is hard for them to imagine the world turned over to such frivolous, unthinking young people. As you reread Mr. Smith's article try to look back to your own adolescent days. Do you recall what your parents and teachers said about the actions of youth at that time? What needs were you attempting to satisfy, and how do you think adults nowadays can help boys and girls to satisfy those needs more quickly and more effectively than in the days of your own adolescence?

Pertinent Points for Discussion

1. What are some of the things that adolescent boys and girls do these days that cause many an adult to think they are drifting? What may be the reasons underlying each of the different kinds of behavior you have mentioned?
2. Is it essential for a teen-ager to pass through a period in which he is careless, heedless, and seemingly without purpose, or does this show some lack in the way he has been guided?
3. Are the adolescents of today as irresponsible and frivolous as the young people of a generation or two ago, or does there appear to be a difference?
4. Can parents help a teen-ager to work out a feasible plan for his life, or would this cause him to become too serious too early?
5. Would it help high school students through the restlessness of adolescence if they took part in community planning committees, or would this activity be a little hard on them?
6. Is it wise for parents to talk over with their adolescent children important problems of family income, difficulties in the father's business, and so on, or would the "best years of their lives" be spoiled thereby?

Program Suggestions

An informal discussion guided by an experienced leader would be an excellent means of exploring this topic. At the begin-

ning several members of the group may be asked to tell about the things young people did in their day that disturbed grownups and what they wished their elders had done. The group may then list some of the things parents and teachers are concerned about today, discuss those that are really important, and decide what may be done about them. Undoubtedly some study group members had parents who led them wisely through their adolescent years, encouraging them to look ahead, think about what they wanted to do and what kind of life they wanted to build. The leader should urge these members to describe what their parents did and what effect it had on their lives.

Perhaps some of the others have observed parents using certain practices with adolescents that would not help the youngsters to think ahead and plan a happy life. It would be profitable to analyze these practices and suggest a better way for each one. Two short films produced by the Y.M.C.A. and *Look Magazine*—*You and Your Family* and *You and Your Friends*—will suggest many specific points and underscore the adolescent's view.

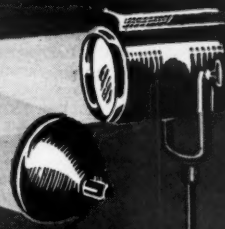
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- Holbrook, Sara M. "Counseling with Our Adolescents," October 1946, pp. 22-24.
- Phillips, Dorothy Waldo. "The Major Needs of Minors," February 1946, pp. 4-6.

Motion Picture PREVIEWS



FILMS made especially for children, suited to children's tastes, and exhibited before child audiences—what community has not cherished this dream? And it has come true in Great Britain, where a program of films for children from seven to fourteen years of age has been established and has proved successful.

Set up by J. Arthur Rank in 1944 within the framework of Great Britain Instructional, Limited, the sponsoring company is called Children's Entertainment Films. It contracts with commercial companies to make certain films. Working on the principle that the natural taste of children is good, C.E.F. first analyzed reports from 580 cinema managers about what children like. They found that British youngsters, like American boys and girls, want films about animals, about children their own age, films full of adventure and with outdoor settings. They dislike long speeches and too much dialogue.

Feature-length pictures so far produced by C.E.F. include *Bush Christmas* (reviewed in this magazine last March and April), *Circus Boy*, *Little Ballerina*, *The Last Load*, and *The Boy Who Stopped Niagara*. Children play the leads in nearly all of them. They are designed to satisfy the child's desire for adventure and for healthy laughter. The financial success of the program indicates that this goal has been achieved.

COOPERATING with C.E.F. is an advisory council made up of representatives of national organizations unconnected with the film industry but interested in children's leisure activities. This council advises with C.E.F. and cooperates at the local level with exhibitors and Saturday Morning Cinema Clubs. The films are shown at meetings of these clubs, of which there are now 400 with a membership of some 500,000 children. They are nonprofit community groups organized by Odeon and Gaumont-British theater circuits for the express purpose of raising the cultural standards of screen entertainment for young people and fostering a taste for the highest possible quality in film fare. Moreover, the clubs promote comradeship and good citizenship and are fast developing into one of the most important social movements in Great Britain.

The British C.E.F. films are first-class screen entertainment of high technical standard. They are made with faith in the taste of children—a faith that has so far been amply justified. Is it too much to hope that the motion picture industry in the United States, both producers and exhibitors, will follow this leadership? Is it too much to hope that social-welfare and educational agencies in this country will give the cooperation necessary to make the program a success?

Information about the films and their availability here in America may be obtained by writing Children's Entertainment Films, Great Britain Instructional, Limited, 17 Oxendon Street, Haymarket, London S.W. 1, England.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 years)

Adventures of Gallant Bess—Eagle-Lion. Direction, Lew Landers. The foothill country of the Southwest, filmed in beautiful cinecolor, makes a superb background for this simply told story of a horse and her master. There is fast-moving action throughout the film, which takes Gallant Bess from a herd of wild horses to a starring role in a rodeo and to her eventual release to the range. There is a minimum of conflict, but the heart-warming loyalty of both horse and man makes this pleasing entertainment of the "western" type. Cast: Cameron Mitchell, Audrey Long, Fuzzy Knight, James Millican.

Adults	14-18	8-14
Good	Good	Good

The Babe Ruth Story—Allied Artists—Monogram. Direction, Roy Del Ruth. This biographical drama is told in flashback as a group of children tour the Baseball Museum at Cooperstown, New York. Direction, continuity, photography, and sound are all good. The background music of "Take Me Out to the Ball Game" is perfect for the gay rowdiness of the ball park, and the hymn "Beautiful Savior" adds depth to the serious scenes. The cast is well chosen, and William Bendix gives a capable interpretation as Babe Ruth. The film exemplifies the great ball-player's influence on the lives and ambitions of youths, and is a splendid tribute to one who earned an eminent place in baseball's hall of fame. Cast: William Bendix, Claire Trevor, Charles Bickford, Sam Levene, Tony Taylor.

Adults	14-18	8-14
Good	Good	Good



William Bendix, as Babe Ruth, and young Tony Taylor in *The Babe Ruth Story*.

One Touch of Venus—United Artists. Direction, William Seiter. A gay musical fantasy, based on the Broadway stage success, is set in a large department store where an Anatolian Venus comes to life upon being kissed by a window trimmer. The production is exceptional, with excellent direction and smooth continuity. Sound effects and music maintain the light, whimsical mood, and the several songs are well presented. The suitably chosen cast enters into the spirit of the story, and clever, sophisticated dialogue is a highlight of the picture. Cast: Robert Walker, Ava Gardner, Dick Haymes, Eve Arden.
 Adults 14-18 8-14
 Good Yes Yes

A Southern Yankee—MGM. Direction, Edward Sedgwick. The plot of this absurd slapstick comedy is based upon the farcical interpretation of an incident in the Civil War. Red Skelton, as Aubrey Filmore, uncovers a spy and assumes his identity. The characterization gives him the opportunity to make full use of antics and pranks that will provoke laughter from his fans. Cast: Red Skelton, Brian Donlevy, Arlene Dahl, George Coulouris.
 Adults 14-18 8-14
 Matter of taste Yes Yes

FAMILY

(Suitable for children if accompanied by adults)

Feudin', Fussin' and a-Fightin'—Universal. Direction, George Sherman. The title describes the action of this nonsensical film. Those who are looking for amusement may find a few laughs and some pleasing songs and dances in this burlesque. Cast: Donald O'Connor, Marjorie Main, Percy Kilbride, Penny Edwards.
 Adults 14-18 8-14
 Matter of taste Fair Probably harmless

Good Sam—RKO-Radio. Direction, Leo McCarey. The old theme of the Good Samaritan is developed in a plot revolving around a man whose good deeds constantly get him into trouble. The film is too long and cluttered with scenes that contribute little value to the story. Judicious cutting could have made *Good Sam* a film as delightfully entertaining as Mr. Cooper's best, *Mr. Deeds Goes to Town*. The grand finale, which is obtained by having the hero become intoxicated, is in poor taste and out of character. Cast: Gary Cooper, Ann Sheridan, Ray Collins, Edmund Lowe, Joan Lorrington.
 Adults 14-18 8-14
 Tiresome Doubtful No

Hamlet—Two Cities-Universal-International. Direction, Sir Laurence Olivier. Hamlet, prince of Denmark, has come to life in the superb filming of this greatest of all tragedies by Shakespeare. Because the story of Hamlet is one of thoughts, of words, and of subtle emotions, rather than one of action, Mr. Olivier has made every attempt to keep the settings, costumes, music, and even the characterizations completely devoid of any element that might distract attention from the language of the play. The perfection of the film is overwhelming in its simplicity. Photography and lighting techniques are unexcelled. The artistry of the entire cast in their respective roles must be noted, and the performance of Jean Simmons as Ophelia highly praised. Laurence Olivier is a master of the theater, and his delicate and sympathetic interpretation of the self-tortured Hamlet is a triumph of dramatic art. Cast: Sir Laurence Olivier, Basil Sidney, Jean Simmons, Felix Aylmer, Norman Wooland.
 Adults 14-18 8-14
 Outstanding For students of Shakespeare No

Mystery in Mexico—RKO-Radio. Direction, Robert Wise. The authentic background of both Mexico City and rural Mexico, and the fact that native Mexicans are cast in all the supporting roles, make a rather obvious detective story interesting. The plot concerns a jewel robbery, and the action takes us on an extensive sightseeing tour of Mexico. Cast: William Lundigan, Jacqueline White, Ricardo Cortez, Jacqueline Dalya.
 Adults 14-18 8-14
 Fair Fair Of little interest

Race Street—RKO. Direction, Edwin L. Marin. The story of a race-track bookie's efforts to avoid paying protection money to gangsters is treated with clear understanding. The hero is the officer of the law who at all times holds the sympathy of the audience. Through a skillful use of dialogue and without moralizing, the reason why citizens should give officers their full cooperation in tracking down criminals is logically presented. The production values are good, and the cast is excellent. Too

much brutality for children, however. Cast: George Raft, William Bendix, Marilyn Maxwell, Frank Faylen.

Adults 14-18 8-14
 Excellent of the type Yes, though tense No

Rachel and the Stranger—RKO-Radio. Direction, Norman Foster. This romantic melodrama, set in colonial days, is logically developed, and the crude and cruel conditions under which the early settlers built the foundation of our republic are vividly portrayed. The story tells of how love came to a marriage of convenience between a backwoodsman and a bondswoman through the philosophy of a happy-go-lucky wanderer who visits their dreary home. Cast: Loretta Young, William Holden, Robert Mitchum, Gary Gray, Tom Tully.

Adults 14-18 8-14
 Good Good Good

ADULT

An Act of Murder—United Artists. Direction, Daniele Amfitheotrof. The expert writing of this screen adaptation of the novel *The Mills of God* by Ernst Lothar, together with understanding direction of an able cast, has resulted in a film that is not easily erased from the mind. The plot is complicated, as it



Sir Laurence Olivier as Hamlet and Jean Simmons as Ophelia watching the play-within-a-play in *Hamlet*.

interweaves several subplots and argues technicalities of law, moral guilt, and mercy killing. Overshadowing all these complex problems is a very simple and beautiful love story. Cast: Fredric March, Edmund O'Brien, Florence Eldridge, Geraldine Brooks.

Adults 14-18 8-14
 Exceptional Mature No

Arch of Triumph—Enterprise-United Artists. Direction, Lewis Milestone. An excellently produced tragic melodrama, adapted from the novel by Erich Maria Remarque, with its setting of Paris just preceding World War II and its sordid story of human violence and human frailty. A notable cast gives impressive characterizations, but as a whole the picture fails to make the most of its possibilities. The opening scene of rain beating on the grave of the Unknown Soldier, under the Arch of Triumph in Paris, sets the mood for a tale of despair and unhappiness in which a brilliant Austrian doctor—a refugee practicing without license or passport—falls in love with a desolate

woman of unsavory character. Cast: Ingrid Bergman, Charles Boyer, Charles Laughton, Louis Calhern.

Adults	14-18	8-14
Tragedy	No	No

Beyond Glory—Paramount. Direction, John Farrow. A complex story that attempts to interweave the war experiences of two boys. In the process, however, the ethics become confused. The first story tells of a West Point plebe's rebellion against the discipline imposed upon him by an upperclassman. The second story unravels the thread of this upperclassman's war experiences, which have brought him mental torture. The action, through flashback technique, eventually takes us to a West Point preliminary court hearing. Cast: Alan Ladd, Donna Reed, George Macready, George Coulouris.

Adults	14-18	8-14
Fair	Ethically confusing	No

The Brothers—Prestige-Universal-International. Direction, David MacDonald. The rugged beauty of the fog-shrouded Isle of Skye, off the coast of Scotland, and the waters surrounding it, have been photographed in breath-taking beauty. The superior characterizations of the sturdy Scots who live by their wits and fight bloody fist battles with rival clansmen, give semblance of reality to a melodrama laid in 1900. The story itself has little value and ethically leaves much to be desired. A more modern plot or a straight documentary, using the same background and cast, would have resulted in a far better film. Cast: Patricia Roc, Will Fyffe, Maxwell Reed, Finlay Currie.

Adults	14-18	8-14
Good	Possibly	No

Embraceable You—Warner Brothers. Direction, Felix Jacoves. The title of this picture is somewhat misleading. Instead of the light romance or perhaps the musical comedy that one expects, this is a melodrama which treats of gangsters and a tragic love affair. The acting and direction are fair, and the story is interesting. However, sympathy is aroused on behalf of a wrongdoer as against law. A policeman is shown to be torn between sympathy for a girl and his duty to enforce the law, and in real life his actions probably would not stand the test of his oath of office. The cast contains all the likely prospects for a gangster company of new faces. Cast: Dane Clark, Geraldine Brooks, S. Z. Sakall, Wallace Ford.

Adults	14-18	8-14
Fair	Possibly	No

Hollow Triumph—Eagle-Lion. Direction, Steve Sekely. In this disagreeable crime melodrama Paul Henried plays the role of a gangster who assumes the identity of a famous psychiatrist whom he has murdered. The plot lacks sufficient motivation in its development to build suspense, and ethically the crime-does-not-pay ending, based upon the gangster's decision to start a new life, is unconvincing. Cast: Paul Henried, Joan Bennett, Eduard Franz, Leslie Brooks, John Qualen.

Adults	14-18	8-14
Fair	No	No

Man-eater of Kumaon—Universal-International. Direction, Byron Haskin. A slow-moving drama of lion hunting in Africa, based on a one-time best seller by Jim Corbett. Interest and excitement are provided by the beautiful Himalayan foothill scenery and the well-trained jungle animals. The cast is well selected, although the part played by Sabu demands little from him, since Wendell Corey and Joanne Page portray the heavier roles. An American doctor, weary and purposeless, goes hunting in North Africa, where his tragic experiences bring him to a new understanding of life and its values. Cast: Sabu, Wendell Corey, Joanne Page, Morris Carnovsky.

Adults	14-18	8-14
Fair	Tense	No

Mine Own Executioner—20th Century-Fox. Direction, Anthony Kimmins. A tense melodrama that mounts in terror to its climax of suicide. Much of the action takes place in a psychiatric clinic in London. The highest ethical standards of both the medical and psychiatric professions are observed throughout the film. It is thoughtful and should result in better comprehension of the limitations of these professions. The story depicts the problems, professional and personal, of a psychiatrist practicing without benefit of recognition by the medical profession. Cast: Burgess Meredith, Dulcie Gray, Michael Shepley, Christine Norden, Kieron Moore, Barbara White.

Adults	14-18	8-14
Excellent	Too tense	No

Night Has a Thousand Eyes—Paramount. Direction, John Farrow. This murder drama, dealing largely with the occult,

builds up suspense powerfully throughout. Yet the plot depends so entirely upon the supernatural powers of the leading character that the picture completely lacks conviction. Edward G. Robinson gives a fine performance as the magician and mind reader (using the usual tricks of the trade) who, to his own bewilderment, suddenly finds that he can really foretell coming events. The supporting players are well cast, and the direction is good. Cast: Edward G. Robinson, Gail Russell, John Lund, Virginia Bruce.

Adults	14-18	8-14
Good of the type	No	No

The Velvet Touch—RKO-Radio. Direction, John Gage. Unusual in plot development and exceptional in all production values, this film will satisfy the most exacting followers of murder stories. The background is the theater, where a large cast has been judiciously selected for its roles. The story, highly dramatic, leaves a question as to whether or not justice prevails in the end. It is too tense and ethically confusing for young people. Cast: Rosalind Russell, Leo Genn, Claire Trevor, Sydney Greenstreet, Leon Ames.

Adults	14-18	8-14
Excellent of type	No	No

EDUCATIONAL FILMS

Human Growth—An Eddie Albert Production. This is an educational film, financed by the University of Oregon's E. C. Brown Trust Fund and released by the state of Oregon after ten years of careful research. It is only nineteen minutes long and is designed to teach the facts of life about growth and reproduction to children in the sixth through the ninth grades of junior high school. The growth of the human body, the development of the glands, and the reproductive process are clearly shown. The production technique effectively motivates classroom discussion. The film is excellent for adult education classes and for use in the classroom under the supervision of the curriculum department.

Letter to a Rebel—RKO. This Is America Series. An excellent short film that gives a profile of a typical American town. A father's letter to his rebel son is used as a narrative background for a demonstration of what is right and good about the American way of life. Outstanding for all ages.

MOTION PICTURES REVIEWED IN THE SEPTEMBER ISSUE

JUNIOR MATINEE (8 to 14 years)

A Date with Judy—Delightful musical comedy.
Deep Waters—True-to-life tale of the Maine coast.
Easter Parade—A musical redeemed by Fred Astaire's dances.
Melody Time—Fantastic and fascinating Disney film.
Mickey—Comedy about a lovable adolescent girl.
Northwest Stampede—A western without villain or gunplay.

FAMILY

The Black Arrow—Swashbuckling adventure, but too fierce for children's programs.
The Emperor Waltz—Bing Crosby flippant in old Vienna.
Escape—Excellent English drama of suspense.
Four Faces West—A good western, ethically confusing.
The Lost One—Superb opera (*La Traviata*) from Italy.
Michael O'Halloran—Pleasing dramatization of the novel.
Mr. Peabody and the Mermaid—A sophisticated fantasy.
So This Is New York—Farce-comedy with Henry Morgan.
That Lady in Ermine—Magnificent settings; unreal romance.
Up in Central Park—A fairly entertaining musical.

ADULT

The Big Punch—Amateurish picture of a prize fighter turned minister.
Canon City—Brutal but vivid drama of a prison break.
A Foreign Affair—Amusing story of occupied Germany.
The Iron Curtain—Russian spies in Canada.
Key Largo—Well-directed gangster film.
Lulu Belle—Below-average musical romance.
So Evil My Love—Unrelieved tragedy, excellently acted.
The Street with No Name—How the FBI gets its criminals.
Tap Roots—Good Civil War drama, somewhat unethical.
The Time of Your Life—Philosophy in a New York saloon.
Twisted Road—A sordid tale of embittered young lives.
The Walls of Jericho—Human-interest drama of small-town life.



HOW TO HELP YOUR CHILD GROW UP! SUGGESTIONS FOR GUIDING CHILDREN FROM BIRTH THROUGH ADOLESCENCE. By Angelo Patri. Chicago: Rand McNally, 1948. \$4.00.

MILLIONS of people read Angelo Patri's syndicated newspaper column on child guidance. They like the clear and specific way he discusses the handling of multitudes of everyday problems that arise wherever there are children. His book has the same virtues and the same sure appeal.

As principal of a large New York City high school for many years, Mr. Patri has had exceptional opportunities to become familiar with children's traits and troubles, no less with those of their parents and teachers. It is not surprising, therefore, that he has something penetrating to say about the needs of all children, from babyhood through adolescence; of the child himself; and of the child at home, in school, and in his neighborhood.

Mr. Patri is at his best when writing of those apparently small but really most important matters of behavior and feeling—how to arm the shy child with words, how to handle the show-off and the giggler, the art of Christmas giving. A detailed index makes it possible to locate any topic without laborious search. This is the kind of book in which parents will take unfailing delight, for they will watch their own children come to life in its pages.

CAREERS IN FEDERAL SERVICE FOR THE COLLEGE-TRAINED. By Arthur Liebers. Chicago: Wilcox and Follett, 1948. \$1.00.

DOES your college-age son or daughter want some straightforward information about working for Uncle Sam? What are the requirements, the advantages, and the possibilities of a career in the federal civil service? In this paper-bound book the former assistant editor of *Civil Service Leader* presents a descriptive summary of federal employment opportunities for college-trained beginners or those between the ages of eighteen and thirty-five who have had equivalent qualifying experience. Medical and legal positions and "government glamour jobs"—such as those with the Federal Bureau of Investigation, the Treasury Department, and the Foreign Service—are included.

The sample forms and examination questions reproduced in the book should be genuinely helpful in familiarizing the would-be applicant with the type of information he must be prepared to submit, the procedures he must follow, and the kind of questions he must answer in the formal examination. To be doubly safe, just before writing to apply for a position, he will be careful to check with the U.S. Civil Service Commission itself for specific and up-to-date information in his chosen field. Inevitably the details of a book of this kind tend to become inaccurate or inapplicable as the personnel needs of the government,

like those of other employers, change with the times.

Boys and girls will find the descriptions of well-paid jobs and the qualifications required of candidates to fill them an incentive in planning their advanced course of study, and qualified young people will find much in the book that should prove helpful in pointing them toward a satisfying career in the public service.

DON'T BE A JERK! JERKS ARE A NOOSENSE. By Hedi Seligsohn. Illustrated by Ben Blank. Published by The League for Fair Play, Inc., 11 West 42nd Street, New York 18. 1948. 25 cents a copy; 20 cents each in lots of fifty.

YOUNG folks of high school age will laugh over this pamphlet, but at the same time they will learn from it a vital lesson in how prejudice is built. Here the tricks of propaganda salesmanship are exposed to view—all the devices by which patent medicines and patent ideas alike are peddled.

Because the emotions and sympathies of growing boys and girls are particularly vulnerable, this pamphlet fills a lively need. As the author says, "Everybody has occasional knee-jerks-of-the-brain," making it frighteningly easy to go "goose-stepping down Main Street." And in today's world, where nothing is more deadly than a prejudice, this analysis of how emotions are perverted into prejudices is as essential an item for the family living room as is aspirin for the family medicine closet.

LIFE WITH FAMILY: A PERSPECTIVE ON PARENTHOOD. By Jean Schick Grossman. New York: Appleton-Century-Crofts, 1948. \$3.00.

THIS book about family life is warm and mellow with humor. Its author has drawn generously on her experience of twenty-five years as a mother and on her distinguished professional career as a teacher and counselor. A trained and tolerant observer of parents and children, she has enriched her pages with bits of authentic folk wisdom gleaned from ordinary conversations and interviews with unpretentious people.

Frightened young mothers and fathers will appreciate the serene reminder that parents can be good parents without being perfect. Mrs. Grossman calls upon them, therefore, to put more faith in their own sense and talent. She points out that children have a just claim to grow according to their individual natures with a minimum of interference; that people—all sorts of people—matter very much in the development of a child; that all members of a family have important work to do; and that time out for family fun is time well lived and lovingly remembered. Of all readers, parents will like this book the best, but anyone who has ever lived in a family, or hopes to have one, will find its contents genial and heartening.

Looking into Legislation

WHEN Congress convened in special session last July President Truman, in his address, urged passage of the Taft-Ellender-Wagner housing bill. Until the final day of the session, however, what would be done to relieve the housing situation was still only a matter of prediction. In the House, proponents of the T.E.W. bill, which the Senate had already passed during the regular session, were busy trying to get signatures for the discharge petition that would bring the measure out of the Rules Committee. But the necessary 218 names could not be secured in time.

At the second regular session the House had reported out Congressman Wolcott's bill, H.R.6959, which contained no sections on public housing, slum clearance, urban redevelopment, or rural housing. It had been transmitted to the Senate, but no action had been taken. In the special session the Senate Banking and Currency Committee reported out H.R.6959 with amendments that included provisions for public housing, slum clearance, urban redevelopment, and rural housing. When this bill was brought to the floor, Senator McCarthy offered a substitute measure limiting the amendments and again cutting out the four provisions mentioned above. The bitterest controversy centered around the issue of public low-rent housing.

Despite the valiant pleas of Senators Tobey and Flinders to have the Senate hold to the long-range housing program of the T.E.W. bill, the fight was lost. On August 6 the Senate passed the McCarthy substitute bill, H.R.6959, as an alternative to no bill at all (except the Wolcott bill in its original form).

THE major provisions of this housing act, which became Public Law 901 with President Truman's signature, are designed to stimulate moderate-price and rental-housing construction by means of increasing loan and mortgage insurance. The insurance authorization under Title VI has been increased by \$800,000,000, but only \$400,000,000 can be used immediately and without the approval of the President. Under this title a section has been amended that would authorize insurance of loans for the manufacture of housing on the basis of purchase contracts. In addition to providing for the insurance of the principal loan to finance the manufacture of housing, short-term financing in the sale of houses to be delivered is also provided.

Likewise a new section has been added to make possible the financing of site-prefabrication methods and developments by providing insurance for loans on large-scale developments consisting of not less than twenty-five new single-family dwellings.

The \$1,500 to \$1,800 per-room limitation on mortgage loans has been changed to a limitation of \$8,100 per family unit. No such mortgage may be insured unless the mortgagor certifies under oath that in selecting tenants he will not discriminate against families with children and that he will not sell unless the purchaser so certifies. There are also provisions relating to the eviction of over-income tenants in public housing projects and for the conversion of certain state-aided low-rent or veterans' housing projects into federally aided housing.

THE act authorizes the Housing and Home Finance Agency to undertake research into building codes and regulations and into standardized methods for assembling home-building materials and equipment.

Though the need for additional low-rent housing units is admitted on all sides, the act contains no provision for the public housing program that has heretofore sought to furnish decent dwellings for lowest income families; none to counteract the growing slums throughout the

Contributors

At present PAT BALSUKS' family consists of her husband, two children, a dog, three cats, ten frogs, and numerous crabs. She is a den mother for the neighborhood Cub Scouts, and she has been active in parent-teacher work for several years. "I've found," she writes, "that it is the mother who gives time and effort to her children who is also the effective P.T.A. member."

EDGAR J. FISHER, eminent and eloquent representative of the best in international education, was for many years dean of Robert College, Istanbul. Since 1935 he has been assistant director of the Institute of International Education and executive secretary of the American Field Service Fellowships for French Universities. He is also a member of the advisory committee on the Adjustment of Foreign Students in the U.S.A.

GELOLO MCHUGH teaches psychology at Duke University and is chairman of the parenthood division of the Marriage and Family Life Council at Chapel Hill. A nationally recognized expert on child behavior, Dr. McHugh has added greatly to our knowledge of the growth and guidance of children. He is author of the important book *Developing Your Child's Personality*.

BONARO W. OVERSTREET and her husband, Harry A. Overstreet, have set sail for Honolulu where they will spend two weeks working with the public school system. Then for eight weeks Mrs. Overstreet will teach in the extension division of the University of California. Her new book, *How To Think About Ourselves*, is being praised by critics and read with enthusiasm by the general public.

WILDA ROSEBROOK is associate professor in the bureau of special and adult education at Ohio State University. She has taught various branches of psychology as well as remedial reading and mental hygiene. Distinguished in her own profession she is also active in many organizations. During the war she was vice-chairman of the well-known national Emergency Day Care Committee.

PERRY DUNLAP SMITH has been closely associated with children and adolescents for more than thirty-five years. Since 1919 he has been the noted and notable headmaster of North Shore Country Day School, Winnetka, Illinois. There he has won the affectionate esteem of students and colleagues alike. Mr. Smith is a past president of the Headmasters Association of America.

BESS SONDEL, as teacher of speech at the University of Chicago and author of several challenging books, has led a great many people into a new appreciation of the living language. Her teaching, her lectures, and her writing (especially the successful *Are You Telling Them?*) all demonstrate effectively her sound and original convictions about the words we use.

This month's "P.T.A. Frontiers" were prepared by Mrs. Jane Edwards Basinger, program chairman, Sherwood P.T.A., Sherwood, Maryland, and Mrs. Robert G. Doty, president, Maryland Congress; and by Mrs. Tully Drell, Atlantic County Council of Parent-Teacher Associations, New Jersey, and Mrs. Horace J. Brogley, president, New Jersey Congress.

nation; and none for solving the rural housing problem. Such provisions were repeatedly requested by the President, three times approved by the Senate Banking and Currency Committee, twice passed by the Senate, and once approved by the House Banking and Currency Committee over the chairman's protest.

There is a probability that another special session of Congress may be called after the November elections to consider the matter further. In any event Congress cannot deny that there is still need for a sustained attack on the housing problem.

—EDNA P. COOK

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REMINDER

(Courtesy Mother Nature)

THE TURN of summer into fall is Nature's most poignant reminder of another year gone by.

It's a reminder that should make you think, seriously, that you yourself are a year closer to the autumn of your own particular life.

What steps have you taken . . . what plan do you have . . . for comfort and security in those later years?

You *can* have a very definite plan—one that's automatic and *sure*.

If you're on a payroll, sign up to buy U.S. Savings Bonds on the Payroll Plan, through regular deductions from your wages or salary.

If you're not on a payroll but have a bank account, get in on the Bond-A-Month Plan for buying Bonds through regular charges to your checking account.

Do this . . . stick to it . . . and every fall will find you richer by even more than you've set aside. For your safe, sure investment in U.S. Savings Bonds will pay you back—in ten years—\$100 for every \$75 you've put in.

AUTOMATIC SAVING IS SURE SAVING— U.S. SAVINGS BONDS

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